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ABSTRACT

This manual provides a variety of Peace Corps trainers with a training model that deals with work-related frustrations of volunteers. Materials are designed specifically to address the need for training volunteers in the subtleties of working with host country bureaucracies and counterparts. Although intended for inservice training, the materials can be incorporated into preservice training. A trainer reference for bureaucratic effectiveness and working with counterparts is designed to help the trainer become familiar with the manual. It also offers guidelines on how to prepare oneself for the role. Sections cover methodology, structure, responsibilities of the trainer, suggestions for the trainer, training techniques, assessment, and glossary of training terms. The two modules--bureaucratic effectiveness and working with counterparts--are each divided into sessions. Each session is divided into rationale for training session, goals, trainer preparation for session, materials needed, prepared newsprint/blackboard, handouts, and procedures. Any required handouts are provided. Topics of bureaucratic effectiveness are introduction, dominant features of the bureaucracy, and strategies for bureaucratic effectiveness. The module on working with counterparts includes theories of motivation, action strategies for increasing effectiveness of counterpart relationships, and counterpart management and feedback. (YLB)

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Peace Corps

WORKING AS COUNTERPARTS

A Peace Corps In-Service

Training Manual

Designed and Written By:

Dick Vittitow
and
Jan Elster

Printed By:

PEACE CORPS
Information Collection and Exchange
September 1985

PEACE CORPS

INTRODUCTION

The Office of Training and Program Support (OTAPS) is working to provide generic training materials that meet the expressed needs of PC training staff. The manual on Working As Counterparts is an example of our efforts. Our intention in developing this manual was to provide a variety of PC trainers with a clear and simple training model that deals with work related frustrations of Volunteers.

Although this manual is intended for the In-Service training programs, experienced trainers can adapt or modify some of the materials for use during the Pre-Service training programs. We are planning to develop introductory sessions on these topics which would be more appropriate for PST. However, until such time we encourage you to use these materials where you feel they best meet your needs, and to keep us informed as to their overall usefulness and any modifications that you make. A brief critique sheet is included for this purpose. After using any or all of the sessions in this manual, please complete the critique sheet and return it to the Training Division of OTAPS, room M-707, Washington.

Recognizing that many PC trainers may be recently returned PCVs, with limited training experience, we have carefully detailed all sessions, including notes on the preparation and delivery of each session. We have also included a Trainer's Reference Section which provides information on the

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manual, its format and methodology and which defines many of the terms used in PC training. This information is provided to assist less experienced trainers. More experienced trainers may find this information useful but may not need the extensive detailing included for each session. We therefore encourage the more experienced trainer to review these sessions for content and exercises and to prepare their sessions referring to the detailed sessions as needed.

Critique Sheet
for
Working As Counterparts

Please complete and return to Office of Training and Program Support, Room M 707 Washington.

TRAINER REFERENCE SECTION

1. What did you find most helpful in this section? _____

_____

_____

2. What did you find least helpful? _____

_____

_____

3. In future drafts, what would you like to see included in this section? _____

_____

1. Which sessions did you actually use? _____

_____

2. Did you use them as they were written? Yes/No

3. Were they used during PST or IST? _____

4. How did you find the goals of sessions? a) very clear, b) clear, c) average, d) confusing, e) very confusing

If you found them confusing, please comment on how they could have been made clearer: _____

_____

5. Were the trainer preparation notes a) very helpful, b) helpful, c) not helpful, d) distracting, e) not read.

If they were not helpful, please explain why. _____

_____

6. Were the sessions a) very easy to follow, b) easy to follow, c) average in difficulty, d) difficult to follow, e) very difficult to follow.

If they were difficult to follow, please explain what could have made them easier to follow._____

_____

7. How would your rate the appropriateness of the sessions to Volunteers needs? 1 - Very appropriate
2 - moderately appropriate
3 - appropriate
4 - not appropriate
5 - inappropriate

8. Please explain any problems you had with the sessions. _____

_____

_____

9. What would you change about the manual for future use? _____

_____

10. What additional sessions would you like to see included in any future revisions? _____

_____

11. Additional remarks about the sessions or manual _____

_____

_____

_____

_____

_____

Thank you for completing this critique sheet. August 1983

PREFACE

For over 20 years Peace Corps Volunteers have been living and working in countries around the world. One of their major tasks has been to work within the constraints of their host country's bureaucracies. Even when successful, PCVs have experienced frustrations in trying to understand and act within the boundaries and idiosyncracies of the host country organizations whether they have been a large ministry, a health care center, a school, an office or agency.

Up to this point there has been no organized effort to design training materials to prepare volunteers in how to work more effectively in host country bureaucracies with counterparts. One obvious drawback is that PCVs cannot easily be trained for such situations until they have had first hand experience with the host country bureaucracies. This means that ~~such training should be done in-service and probably~~ in the first 3-6 months.

We hope that use of these materials in in-service training will help Peace Corps Volunteers do their jobs effectively and with a greater understanding of the systems around them. We have had a wide-range of training experience with Peace Corps staff, both host country and American, and Volunteers in all stages of their service. It has been encouraging for us to see training and adult learning move from a sometimes hit-and-miss support function to an on-going requirement of Peace Corps effectiveness. We recognize these materials are unique in style and subject matter. We hope they set a precedence for many more to follow.

The materials in this manual have been developed specifically to address the need for training Volunteers in the subtleties of working with host country bureaucracies and counterparts. They have been designed for use ~~in in-service training, although the more experienced trainer can incorporate some of the basic concepts into pre-service training~~. They were prepared for use by both novice and experienced trainers. However, the individuals who were consistently kept in mind as the sessions were being developed are those Peace Corps Volunteers who so sincerely want to do their jobs well, yet out of frustration find themselves saying "you can't get anything done here."

Dick Vittitow and Jan Elster

July 1983

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TRAINER REFERENCE

for

Bureaucratic Effectiveness and Working with Counterparts

Jan Elster and Dick Vittitow

S U M M A R Y

T R A I N E R R E F E R E N C E

The Trainer Reference is designed to help you, as trainer, become familiar with the manual. It also offers you guidelines on how to prepare yourself for your role. This section should be read thoroughly before reviewing the modules or attempting to run any of the sessions.

The sections of the Trainer Reference are as follows:

Part I	Introduction
Part II	Methodology
Part III	Structure
Part IV	Responsibilities of the Trainer
Part V	Suggestions for the Trainer
Part VI	Training Techniques
Part VII	Assessment
Part VIII	Glossary of Training Terms

Supplement 1	Readings
" 1A	Experiential Learning
" 1B	From Freedom to Learn
" 1C	The Effective Trainer
" 1D	Discussion Group Leadership
" 1E	What to Observe in a Group

TRAINER REFERENCE

I. INTRODUCTION

This manual has been developed especially for Peace Corps trainers overseas. One advantage for the less experienced trainer is that its design offers step by step procecures on how to run each session contained in the manual. Therefore, it can be used by individuals with limited training experience as well as adapted for use by more experienced trainers. In either case, if you choose to use it with your trainees or volunteers, you need to familiarize yourself with the structure, style and content of the sessions. This section will help you in familiarizing yourself with how to manage and conduct the sessions.

II. METHODOLOGY

The lesson plans in the manual do not use traditional classroom techniques. Based on the theory that adults learn most effectively by "doing" rather than "seeing" or "hearing", the approach is experiential and participatory. You will be more of a facilitator of exercises, discussions and events than a traditional lecturer or teacher imparting information. Much of the information, conclusions and strategies that the participants take with them after the sessions will help them draw conclusions and plan strategies. The basis for your work will be the many structured exercises contained in the manual. There is a good deal of group work, exercises and discussions and a minimum of lecture. Non-formal education techniques are applied so that you can use the manual with individuals of varying levels of knowledge and experience.

III. STRUCTURE

The two sections of modules contained in the manual represent a workshop that takes approximately 12 1/2 hours to complete. There are a number of ways you can present the training, and it is up to you, the trainer, to choose the most appropriate for your group. For example:

1. One approach is to present both modules consecutively as one workshop during a 2-3 day IST retreat or workshop. For instance, start on a Friday evening, working for 3 hours, continue for 4-5 hours on Saturday and 4-5 hours on Sunday.

2. The sections are called modules because they are modular and can be used separately. Therefore, a second approach is to split them and do one during one In-service training (IST) workshop or retreat and the other at a later date.

The modules are sequenced as follows:

I Bureaucratic Effectiveness - 3 sessions

II Working with Counterparts - 3 sessions

Each module follows the same format. The first page summarizes the contents of the module and time necessary to complete it. Each of the sessions contained within each module is structured with these components:

- Rationale for Training Session - Gives the reasons for why the session was developed and any background information that might help you to explain why you are spending time on the topic.

- Total Time - Indicates the total amount of time, including breaks, the session will take to complete.

- Goals - Outlines the 3-5 purposes of the module. Also serves as a basis for you to make newsprint on goals to use at the beginning of each session so the participants will clearly understand what they will learn and what is expected of them.

- Trainer Preparation for Session - Tells you what you personally need to do to get ready to lead the session.

- Materials Needed - Lists all of the resources you will need to run the session. Materials such as newsprint and markers will be indicated first. There will also be a list of handouts for participants to take with them to learn more about a certain subject.

- Prepared Newsprint - Tells you how many newsprints to prepare, and which steps within the lesson plan calls for newsprint.

- Procedures - The procedures in each lesson plan are explicit and detailed so as to literally walk you through the steps of making the lesson happen. There is a two inch column on the side of the page next to the instructions which allows you to take notes and/or summarize each step in your words. This is crucial to you being able to lead the session comfortably when the time comes.

- Notes to Trainer - Will list any special things you should do to make the session work well. Notes to trainer are found within the body of the lesson plan.

- Symbols - Three different symbols are used at specific points in each session.

  + - reminds you that (1) the step being taken is an appropriate time to use various host country resources for background information; and/or (2) it would be appropriate to integrate the concepts into language and cultural sessions.

  ** - indicates that you can look for an explanation of the concept in the trainer reference.

  * - tell you that the word is defined in the glossary at the back of the Trainer Reference.

IV. RESPONSIBILITIES OF THE TRAINER

You, as workshop leader or trainer, have four basic responsibilities:

1. Become familiar with the content and methodology of the manual.

2. Train yourself on how to use it as is, and/or adapt sessions to meet you and your volunteer's special needs.

3. Incorporate ideas and opinions of host country nationals.

4. Prepare other trainers and co-facilitators on how to use the manual.

5. Run the sessions.

Responsibility 1: Become familiar with the content and approach of the manual.

The easiest step to help you obtain an overview of the entire manual is to read the first page of each module which summarizes its content. It is also important that well before you present each module, you become thoroughly familiar with the exercises and handouts so that you have achieved mastery of the contents and process. You are given a possible script to use which appears in *italics*. You need to adapt the script to your own words so that your presentation is comfortable for you. Use the margins that have been provided for you to do this.

The knowledge that you have of adult learning theory, group development and leadership techniques can enhance both your comfort level in being the trainer as well as your ability to lead the sessions. You do not have to be an expert to lead the sessions as they are explained in the manual. However, your interest in and knowledge of innovative, experiential and nontraditional (opposite from classroom approaches) will help you utilize the manual more comfortably. Since you will be the primary trainer or leader, a self-instructional learning packet is provided here for your use. It contains readings on learning theory and group development and are attached in this section as Supplement 1. Read them before you delve into the modules themselves. If additional trainers will be running any of the other modules, ask them to also read the articles so that you have some common grounds in your knowledge of the theory on which the manual is designed. Keep in mind that these readings represent only a very basic overview of the topics they represent and are not meant to make you an "expert". Seek further resources if a certain subject interests you or you need more background. The articles are as follows:

1A "Experiential Learning"
1B "From Freedom to Learn"
1C "The Effective Trainer"
1D "Discussion Group Leadership"
1E "What to Observe in a Group"

Responsibility 2A: Train yourself on how to use the manual.

If you are new to the field of training or have limited experience, become familiar with the style in which the manual is written. Review how the instructions appear and the format that is consistently used for each module and session. The manual is designed to work for you and to help you work with ease. Remember that as you read the lesson plan in each module, look at the Notes to Trainer which appear throughout that remind you of special steps that need to be taken.

Keep in mind that the training sequence within each module is designed:

1. To provide participants basic information or an introduction.

2. To allow them to work through an activity (be it individual or group) to reinforce basic information or experience; and

3. To provide a processing phase. The processing phase is to help them reflect on what they have learned, to generalize the learnings; and to discuss how they can apply these learnings to their work situations and community. (See Training Techniques for more on processing.)

It is important to remember that each of these phases is important. In fact, the lesson will not have its intended impact unless all the phases are implemented. Do not try to cut corners by cutting out a phase. It will affect the attainment of the intended objectives.

Responsibility 2B: Adapt the sessions to fit both you and your participant's needs.

If you already have extensive training background, you may find that the step-by-step style in which the sessions are explained is oversimplified for your needs. In this case, consider scanning the sessions for basic concepts and/or exercises and adapting them to your neds. (You can also use the Trainer Reference and/or detailed lesson plans to train other less experienced staff).

Responsibility 3: Incorporate ideas and opinions of Host Country Nationals

The manual has been designed to be easily used by trainers in any country. It provides the framework for conducting sessions about bureaucracies and relations with host country counterparts. The key to the sessions being culturally specific and appropriate, however, is your ability to present the information so that it reflects the host country. There are many opportunities to do this throughout the sessions and your responsibility is to incorporate this country specific information, opinions, trends, cultural aspects.

Some of the most effective means of doing this are for you to:

- Review the sessions with host country individuals and "interview" them regarding topics. One example is Module I session 1 which calls for an overview of the changing trends in bureaucracies in the Host Country. The ideas of more than one host country national are important since everyone brings varied information and perspectives. You can present a collective overview during the session since you may be the only trainer there.

- Invite host country nationals to the session and use them as a resource to answer questions and/or give opinions. Use language teachers, technical and cultural coordinators, office staff or individuals from the community.

- Ask language and culture teachers to integrate the topics covered in your sessions into their language classes. For example, if you are covering topics such as characteristics of the bureaucracy, see that language and culture teachers talk about the history of bureaucracies in the host country or the cultural norms of a bureaucracy in the host country in their classes.

However you decide to incorporate the ideas and information of varied host country individuals, remember that doing this is the key to the appropriateness of these materials. They can be used anywhere Peace Corps Volunteers are being trained. How effective they are in terms of country specific information depends on how much you utilize the resources around you to make country specifc entries. Throughout the

sessions, the symbol → will be used to remind you that you are at a point where it would be possible and beneficial to use host country persons as resources or for them to make sure the issues are included in language and/or cultural sessions.

Responsibility 4: Train other trainers and co-facilitators on how to use the manual.

The majority of exercises can be run by one person in front of the group. However, in order to monitor small group work and so that you have others to help you with materials, handouts, and intricate, culturally specific topics or topics that merit various points of view, it is a good idea to have at least one or two backup people, or you may want to share the lead trainer responsibility with another trainer. However, if you decide to do this:

1) Make sure that you are on the same "wave length" with both your co-trainer and your backup people. That means that you are a "team" and understand the goals and how you will reach them.

2) Ensure that all staff members understand their responsibilities whether they be to lead sessions, to monitor groups, to prepare handouts or to act as resources. It is up to you to determine these roles and to clearly communicate them to the individuals involved.

In your responsibility of determining who will be doing the up-front training and who will be backups, you must also build a team among yourselves and prepare the team members to perform their responsibilities. One way to do this is to hold a meeting before conducting the sessionswith all of the staff that will be assisting you. Make sure to cover the following areas:

- Time for staff to become acquainted (if necessary)
- Overall goals of the session(s)
- How the session will be run
    - methodology
    - structure

- Agendas (schedule for session(s)
- Roles (include one for everyone)
- Answer any questions, clarify any concepts.

Another way to help staff work effectively as a team is to hold a brief staff meeting at the end of each training day. Discuss the following topics:

- Feedback for trainer and co-trainer (what he/she did well, poorly);
- Achievement/non-achievement of workshop goals;
- Problems, special issues;
- Review (walk through) of how the next day's (week's) session will be run and who does what.

Responsibility 4: Run the sessions.

If you have done your homework so far, the fulfillment of this responsibility should be second nature to you! However, the next section, "Suggestions for the Trainer" will provide you with information that may help even more in running effective sessions.

V. SUGGESTIONS FOR TRAINER

In preparation for each session:

1. Remember that group needs always vary. Research your audience to make sure the materials in the manual are appropriate to use with them. In some cases, the materials will need to be modified because of varying levels of expertise, sophistication, background and experience of a given group. Be cautious in examining the materials throughout. Think how each exercise will be viewed and/or accepted given the group. It is up to you to modify materials as necessary to meet the needs of the group. These materials are especially designed for In-Service Training and to be used with Volunteers who have at least 3 months experience in the field if not more. You will need to adapt them considerably for use in Pre-Service Training.

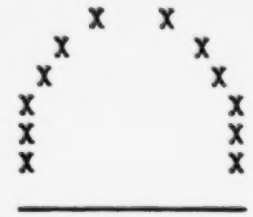
2. Become familiar enough with each session so that you understand the exercises and contents well enough to run it with ease. If you do not feel comfortable with a certain exercise, alter it so that it suits you, yet still meets the objectives.

3. Prepare an outline, or notes in the margin to help you remember important points.

4. Make sure you have all the necessary equipment, prepared flip charts and other materials.

5. Complete the following tasks before the participants arrive:

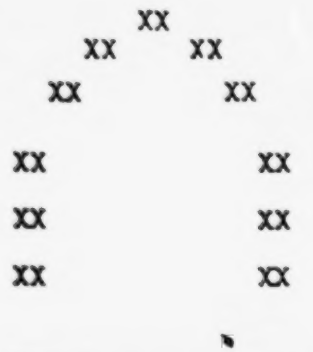
   a) Set up the seating arrangement in the fashion that best suits the group and number of participants. Avoid using desks and tables. They can get in the way of group movement and interaction. Keep them on the sides of the room in case participants want to use them for writing when they are working on individual or small group tasks.



Horseshoe Style

Theatre Style

Circle



Double Horseshoe

b) Put the newsprint stands or chalkboard in a place where everyone can see them and where you can use them to write comfortably.

c) Hang your prepared newsprint on the stand, covered by sheets of blank paper, or hang the newsprint on the walls folded with the bottom half covering the top so that they will be readily available when you need them.

d) Place the exercise sheets and handouts you will be using in order on a shelf or table so you can reach them easily when you want to distribute them.

During each session:

1. To establish a tone of comfort, start each session with some sort of climate building opening, be it a statement of yours, an anecdote, an 'ice-breaker' exercise or a review of the previous session.

2. Acknowledge everyone's experience and try to encourage participation. Quiet participants might be drawn out with questions like: "What has your experience been?", or "How do you feel about it?"

3. Remember your role as a facilitator. Allow individuals time to make their points. Your role is to encourage their learning, not to dominate discussions.

4. Try to maintain the schedule and time frames as much as possible. Keep control of what is happening and be firm, yet not abrupt, if you need to bring people back onto the subject.

5. Make sure your co-trainers or host country resource people understand their roles and what you expect of them so they can respond as needs arise.

VI. TRAINING TECHNIQUES

The following paragraphs describe some of the training techniques required in the sessions. Read them as an introduction and refer to them later as you study how to run the respective exercises.

1. STRUCTURED EXPERIENCE. Almost all of the activities in the manual are structured exercises. A structured exercise is an experiential learning activity that is designed to achieve a certain purpose. Based on the theory that individuals learn most effectively by "doing", structured exercises are designed to allow the learner to participate in an activity. You, as trainer, may help facilitate the learning, but the participant discovers the learning for him/herself. This method is based on the premise that guided experience (the structured exercise you will facilitate) is the best teacher. After a structured exercise, you, as trainer, must allow enough time to help the participants in the 'processing' stage. This is where you help them discover what they have learned so that they are sure to share, integrate learning and apply what they have learned to their daily lives.

2. PROCESSING is the technique you will use to help participants make generalizations* discuss what they have learned, and verbally state how the learnings can be used in their respective work, community or home situations. The learning in each session is designed to take place in the following sequence:

    1. Introduction or information is provided
    2. Participatory activity (structured exercise) takes place
    3. Processing is done

    It is important that the processing stage never be deleted. Every exercise provides you with basic processing questions you can use. Your role is to ask questions, carefully listen to the responses, and help people come to conclusions about what they have learned.

    Besides using the questions with which you are provided data for processing, you can also ask participants:

    - What they have learned?
    - What they discovered?
    - What they noticed?

*See glossary

- What they realized?

- How they can use this information/knowledge in their work place or community.

When responding to such questions, ask participants to respond with "I learned", "I discovered", etc. The key in processing is to ask open-ended questions that make people think about their responses instead of a simple 'yes' or 'no'.

3. LECTURETTE. A lecturette is a brief, carefully prepared oral presentation of information which you offer for the purpose of having others understand the information or to motivate or influence the attitudes of the listeners. Sometimes your opening statement which explains what the group will be doing during the session or the explanation of the topic is done in lecturette form.

4. GROUP DISCUSSION. Group discussions are conversations and deliberation about a topic among 2 or more participants under the guidance of a trainer. It is a time for the individual participant to share his/her ideas and experiences with others.

   Because two of the purposes of the manual are to help participants share information and give them the opportunity to jointly design strategies, you will see it used often as a technique. It is useful for involving the entire group, to pool the abilities, knowledge and experience of all to reach a common understanding, conclusions or strategy.

   When you are leading a large group discussion with all the participants, it is your responsibility to keep it going, to ask the questions and to keep participants on track. Each time an exercise necessitates processing with the entire group, you are given questions to use. You should try to establish and maintain an atmosphere where participants feel they can comfortably disagree, to try out new ideas, to discuss their own experiences and to propose conclusions, solutions and strategies.

   There are many cases of small group discussions where groups of only 4-7 work on a task. In this case, your responsibility is to make the instructions clear and let the groups work on their own.

A natural leader will usually emerge in each group. However, you and other co-trainers can "float" from group to group to make sure the assignment is being done correctly. At the end of the small group discussion, the conclusion or ideas from each group are usually reported to the large group.

5. ROLE PLAYING. Role playing is a training technique where, without a script, participants act out a situation in front of the rest of the group. In order to decide what they will say and do in the role play, participants are given a situation described in detail and assigned a role to play. Role players and observers are aware of the general situation, but individual role players may be the only ones aware of the intricacies of their respective role. The intricacies are either told to the role players individually, or written on a slip of paper for each role player. After the role play is completed, it is discussed by the entire group.

   Role playing can be used to examine delicate problems, to explore solutions and to provide insights into attitudes differing from those of participants.

   Sometimes participants are too self-conscious to role play. Others tend to 'overact'. Allow people to volunteer for roles, never assign or appoint them to roles. In briefing the role players, tell them to try to stay as close to the role and to act it out as realistically as possible.

   When people have finished role playing, it is important to de-role them and to tell them they are no longer in role before discussing the role play. "De-roleing" can be done by asking the players to move out of their seats or situations, and if they had a role name to take it off. Tell them clearly the role play is over and they are to go back to being themselves.

6. BRAINSTORMING. Brainstorming is when you, as trainer, ask the group to generate ideas, words or phrases about a given topic. Spontaneous thinking is encouraged, and as the participants offer their ideas rapidly and spontaneously, you will often write them on a flip chart. No idea is dismissed or criticized, for the purpose is to obtain as many ideas as possible and to stimulate thinking and participation.

7. PARAPHRASING. Paraphrasing is restating in your own words or behavior what another person's statement means to you and for them to agree that's what they meant. This helps that person clarify what s/he said and indicates your understanding of what s/he said.

   Too often people add to what others say without being really clear that they understand what a person means.

   An example of paraphrasing:

   Participant: "I find this training is terrible!"

   Trainer: "Oh, you really don't like these activities."

   Participant: "No, I like these activities, I just find it uncomfortable remembering how I onced acted in an organization."

   Trainer: "You like the training, even though you feel uncomfortable about parts of it."

   Participant: "Yes."

VII. ASSESSMENT

An important role you play as trainer is to remain aware of how you are doing in your role, to continually survey the progress of your sessions and to remain aware of the attitudes, needs and interests of your participants. Because you already have so many time-consuming responsibilities inherent in your role, you often must expend additional energy to seek feedback from the participants on how they perceive the training they are receiving. Daily Assessment Form is a sample tool you can use to help you obtain this feedback. You may want to alter it to suit your needs by changing the questions to get information you specifically need or want. At the end of each day or two of training, ask the participants to spend 5-10 minutes and fill out the form. From the responses you get you will be able to determine which methods are working and/or what needs to be changed for the next day or next workshop. Stress to the participants that they do not have to sign their names.

DAILY ASSESSMENT

PLEASE RATE THE SESSION USING THE SCALES PROVIDED AND ADD ANY COMMENTS.

1. Clarity of the objectives of the day's sessions.

1 2 3 4 5 6 7 8 9
Unclear Very Clear

Because _____

_____

2. Achievement of objectives.

1 2 3 4 5 6 7 8 9
Very poor Well done

Because _____

_____

3. Effectiveness of lead trainer.

1 2 3 4 5 6 7 8 9
Very poor Excellent

Because _____

_____

4. Effectiveness of methods used.

1 2 3 4 5 6 7 8 9
Ineffective Very effective

Because _____

_____

5. Usefulness of exercise sheets and handouts.

1 2 3 4 5 6 7 8 9
Not useful Very useful

Because _____

_____

6. Usefulness of the day's sessions to help you in your workplace or community.

1 2 3 4 5 6 7 8 9
Largely irrelevant to my work & life as a PCV — Highly useful for my work & life as a PCV

Because _____

_____

7. In the space below, write any comments or criticism you would like to give the staff as individuals or as a group.

_____

_____

_____

_____

_____

8. What could have made these sessions more worthwhile for you in relation to the job you have in your workplace and/or community?

_____

_____

_____

9. What specific sessions or activities did you find most helpful to you in your work and life?

_____

_____

_____

VIII. GLOSSARY OF TRAINING TERMS

Each time a new training term is used in the manual, it will be highlighted with the symbol * to remind you to refer to this glossary.

'Break into groups' - When one large group is divided into several small groups or pairs.

Bridge - The statement the trainer makes that ties sessions together. That is, a reference in a current session that shows how it is related to the prior session.

Co-Trainer or Co-Facilitator - Individual who assists trainer in any capacity.

Flip Chart - A large (e.g. 27" x 34") piece of newsprint that the trainer has prepared as a chart illustrative of a point he/she wants to make.

Float - When trainers visit small groups for a short time to ascertain what is going on or if participants have understood instructions. Floating means generally spending a small amount of time with each group without becoming a member of any one of them.

Generalization - A conclusion about an experience or idea.

Goal - A statement of the general learning outcome or topics to be covered.

Group process - The complex forces which cause persons in a group to behave the way they do. Group process is concerned with "how" people work in groups, given certain conditions and certain human behaviors; content or task focuses on "what" people do; it is not concerned with moral issues of how people ought to behave.

Handout - A supporting document the trainer gives participants that offers additional information on a subject introduced during the session.

Ice-breaker - An opening exercise that is used to motivate the group and establish a comfortable atmosphere for learning.

Intervention - An interruption of an ongoing activity that influences the direction, content, behavior, or affect in a group.

Lead Trainer - Person who assumes most of the responsibility for the implementation of the workshop.

Learnings - Points, aspects of items participants learn from an experience or session.

Newsprint - The large pieces of paper that usually come bound on large cardboard pads. (Called newsprint because newspapers use it for publishing their papers.)

Non-formal education - An approach that uses non-traditional techniques not typically used in the classroom. Adults often are involved in non-formal training.

Objective - A statement of learning outcome in terms which specify an observable behavior, an accepted standard of achievement, and the conditions under which the behavior is to take place.

Participant - (Learner) The person for whom the training activity is created and presented.

Reality Test - To share a strategy with someone else and have them react to how feasible the plan would be given the situation in which its going to be used.

Report Out - The report on progress or results that one small group gives the rest of the groups after completing an exercise, solving a problem or planning a strategy.

Resource Person - (a) an individual who attends the session to act as a resource about a specific topic(s) or (b) a person with whom you discuss a specific topic before the session in order to get country/culture specific information. Specifically for these materials, resource people are host country individuals with staff, language and culture trainers, community representatives, etc.

Rounds - A structure in which participants rotate in taking turns.

Trainer - A guide or facilitator who arranges learning experiences for others.

Triad - A group of 3 people.

EXPERIENTIAL LEARNING

Experiential learning is based on the premise that people learn more effectively by 'doing' rather than 'seeing' or 'hearing'. Experiential learning, therefore, uses techniques that actively involve the learner in structured experiences that help him/her to acquire new knowledge and skills. Unlike more traditional types of classroom education where the teacher is the focal point, experiential learning focuses more on the learner's experiences. Instead of having the learner see a demonstration or hear a lecture and then leave the learning situation, structured experiences are used to involve the person more in his/her own learning to make it more relevant. This is done by seeing that the learner experiences various phases. For instance, typical phases are:

1. Information is presented or a situation is experienced.
2. Learners discuss what they have learned or gained.
3. A forum is provided for learners to judge how they can/will use this information when they leave the learning situation.
4. Practice may (if time allows) be given to provide learners with the opportunity to practice new skills before leaving learning situation.

The types of techniques that may be used to facilitate the above steps are lecturettes, role plays, case studies, panels, simulations, skits, small group discussions and problem solving, to name a few. There is always a processing stage where learners are encouraged to reflect upon, analyze, evaluate and discuss their learnings and applicability of these learnings to their real situations.

Some of the structured experiences that are used in experiential learning allow the learner to:

- experience situations similar or analogous to those which might be encountered in the situations where the learnings will be applied (work, school, community)

- identify and analyze problems
- explore alternative solutions to these problems and the probable consequences
- examine real feelings and reactions in the various problems and situations presented
- examine personal values, beliefs, attitudes, assumptions and expectations and the problems these might be creating
- generalize from the training learning experience to the job, school or community
- identify the kinds of information needed to solve new problems or skills needed to be effective
- identify and learn to make use of available resources to meet needs

These examples demonstrate that experiential learning provides the opportunity for the learner to acquire new skills and practice these skills in a laboratory, a safe environment, before trying them out in the "real world".

The method assumes that the learner is able to accept the major responsibility for his/her own learning, and will, if given the opportunity, establish personal learning goals. It promotes 'learning how to learn' from experience. It is what we do all our lives outside the classroom.

Because many people are much more familiar and comfortable with the traditional modes of memorizing from lectures and reading assignments, completing assignments and taking tests assigned by the instructor, experiential learning may be awkward at first. It requires more effort, more participation, more investment and more responsibility. It also produces more relevant learning that people often retain and use more than didactic methods allow.

In the experiential approach, the trainer serves primarily as a facilitator, catalyst or resource. He/she has the responsibility to structure the training to follow the appropriate sequence and process to help learners analyze what has happened and to draw conclusions. The responsibility for the learning, however, is for the learners themselves.

Some of the other differences between experiential learning and traditional didactic learning are:

Traditional	Experiential
1. Teacher decides on objectives. They may be more implicit than explicit and may or may not be communicated to the learners.	1. Trainer and learner decide on objectives, using provisional objectives established by trainer as base.
2. Teacher conducts demonstration or lecture. Learners observe.	2. Learners identify and make use of available resources (including other learners) to obtain information they need to solve problems.
3. Trainer assigns practical exercises or problems. Learners complete the assignment.	3. Learners explore alternative solutions to problems.
4. Teacher prepares tests for knowledge and understanding. Learners take the test.	4. Trainers and learners examine possible consequences and evaluate relative effectiveness of various solutions.
5. Teacher evaluates learner's performance.	5. Learners reflect on, evaluate and conceptualize the total experience.

In summary, the experiential approach makes primary use of inductive discovery and critical thinking modes of learning rather then the classical modes of presenting rules or principles, giving examples or illustrations, assigning one-right-answer-type exercises or problems, and testing for retention, the modes typical of the traditional system.

Adapted from staff training material from P.C. Latin America Region, 1977

FROM FREEDOM TO LEARN
by Carl Rogers

Though it may be considered unseemly for me to say so, I like this chapter very much, because it expresses some the deepest convictions I hold regarding those who work in the educational field. The essence of it was first presented as a lecture at Harvard University, but that essence has been revised and enlarged for this book.

I wish to begin this chapter with a statement which may seem surprising to some and perhaps offensive to others, It is simply this: Teaching, in my estimation, is a vastly overrated function.

Having made such a statement, I scurry to the dictionary to see if I really mean what I say. Teaching means "to instruct." Personally I am not much interested in instructing another in what he should know or think. "To impart knowledge or skill..." My reaction is, why not be more efficient, using a book or programmed learning? "To make to know." Here my hackles rise. I have no wish to make anyone know something. "To show, guide, direct." As I see it, too many people have been shown, guided, directed. So I come to the conclusion that I do mean what I said. Teaching is, for me, a relatively unimportant and vastly overvalued activity.

But there is more in my attitude than this. I have a negative reaction to teaching. Why? I think it is because it raises all the wrong questions. As soon as we focus on teaching the question arises, what shall we teach? What, from our superior vantage point, does the other person need to know? I wonder if, in this modern world, we are justified in the presumption that we are wise about the future and the young are foolish. Are we really sure as to what they should know? Then there is the ridiculous question of coverage. What shall the course cover? This notion of coverage is based on the assumption that what is taught is what is learned; what is presented is what is assimilated. I know of no assumption so obviously untrue. One does not need research to provide evidence that this is false. One needs only to talk with a few students.

But I ask myself, "Am I so prejudiced against teaching that I find no situation in which it is worthwhile? I immediately think of my experiences in Australia, not so long ago. I became much interested in the aborigine. Here is a group which for more than 20,000 years has managed to live and exist in a desolate environment in which modern man would perish within a few days. The secret of the aborigine's survival has been teaching. He has passed on to the young every shred of knowledge about how to find water, about how to track game,

about how to kill the kangaroo, about how to find his way through the trackless desert. Such knowledge is conveyed to the young as being the way to behave, and any innovation is frowned upon. It is clear that teaching has provided him the way to survive in a hostile and relatively unchanging environment.

Now I am closer to the nub of the question which excites me. Teaching and the imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries. But if there is one truth about modern man, it is that he lives in an environment which is continually changing. The one thing I can be sure of is that the physics which is taught to the present day student will be outdated in a decade. The teaching in psychology will certainly be out of date in 20 years. The so-called "facts of history" depend very largely upon the current mood and temper of the culture. Chemistry, biology, genetics, sociology, are in such flux that a firm statement made today will almost certainly be modified by the time the student gets around to using the knowledge.

We are, in my view, faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned to adapt to change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes sense as a goal for education in the modern world.

So now with some relief I turn to an activity, a purpose, which really warms me--the facilitation of learning. When I have been able to transform a group--and here I mean all of the members of a group, myself included--into a community of learners, then the excitement has been almost beyond belief. To free curiousity: to permit individuals to go charging off in new directions dictated by their own interests; to unleash the sense of inquiry; to open everything to questioning and exploration; to recognize that everything is in process of change--here is an experience I can never forget. I cannot always achieve it in groups with which I am associated but when it is partially or largely achieved then it becomes a never-to-be-forgotten group experience. Out of such a context arise true students, real learners, creative scientists and scholars and practitioners, the kind of individuals who live in a delicate but everchanging balance between what is presently known and the f`owing, moving, altering problems and facts of the future.

Here then is a goal to which I can give myself wholeheartedly. I see the facilitation of learning as the aim of education, the way in which we might develop the learning man, the way in which we can learn to live as individuals in process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today.

But do we know how to achieve this new goal in education, or is it a will-o'-the-wisp which sometimes occurs, sometimes fails to occur, and thus offers little real hope? My answer is that we possess a very considerable knowledge of the conditons which encourage self-initiated, significant, experiential, "gut-level" learning by the whole person. We do not frequently see these conditions put into effect because they mean a real revolution in our approach to education and revolutions are not for the timid. But we do, as we have seen in the preceding chapters, find examples of this revolution in action.

We know--and I will briefly describe some of the evidence--that the initiation of such learning rests not upon the teaching skills of the leader, not upon his scholarly knowledge of the field, not upon his curricular planning, not upon his use of audiovisual aids, not upon the programmed learning he utilizes, not upon his lectures and presentations, not upon an abundance of books, though each of these might at one time or another be utilized as an important resource. No, the facilitation of significant learning rests upon certain attitudinal qualities which exist in the personal relationship between the facilitator and the learner.

We came upon such findings first in the field of psychotherapy, but increasingly there is evidence which shows that these finds apply in the classroom as well. We find it easier to think that the intensive relationship between therapist and client might possess these qualities, but we are also finding that they may exist in the countless interpersonal interactions (as many as 1,000 per day, as Jackson [1966] has shown) between the teacher and her pupils.

QUALITIES WHICH FACILITATE LEARNING

What are these qualities, these attitudes, which facilitate learning? Let me describe them very briefly, drawing illustrations from the teaching field.

Realness in the Facilitator of Learning

Perhaps the most basic of these essential attitudes is realness or genuineness. When the facilitator is a real person, being what he is, entering into a relationship with the learner without presenting a front or facade, he is much more likely to be effective. This means that the feelings which he is experiencing are available to him, available to his awareness, that he is able to

live these feelings, be them, and able to communicate them if appropriate. It means that he comes into a direct personal encounter with the learner, meeting him on a person-to-person basis. It means that he is being himself, not denying himself.

Seen from this point of view it is suggested that the teacher can be a real person in his relationship with his students. He can be enthusiastic, he can be bored, he can be interested in students, he can be angry, he can be sensitive and sympathetic. Because he accepts these feelings as his own he has no need to impose them on his students. He can like or dislike a student product without implying that it is objectively good or bad or that the student is good or bad. He is simply expressing a feeling for the product, a feeling which exists within himself. Thus, he is a person to his students, not a faceless embodiment of a curricular requirement nor a sterile tube through which knowledge is passed from one generation to the next.

It is obvious that this attitudianl set, found to be effective in psychotherapy, is sharply in contrast with the tendency of most teachers to show themselves to their pupils simply as roles. It is quite customary for teachers rather consciously to put on the mask, the role, the facade, of being a teacher, and to wear this facade all day, removing it only when they have left the school at night.

I trust I am making it clear that to be real is not always easy, nor is it achieved all at once, but it is basic to the person who wants to become that revolutionary individual, a facilitator of learning.

Prizing, Acceptance, Trust

There is another attitude which stands out in those who are successful in facilitating learning. I have observed this attitude. I have experienced it. Yet, it is hard to know what term to put to it so I shall use several. I think of it as prizing the learner, prizing his feelings, his opinions, his person. It is caring for the learner, but a non-possessive caring. It is an acceptance of this other individual as a separate person, having worth in his own right. It is a basic trust--a belief that this other person is somehow fundamentally trustworthy. Whether we call it prizing, acceptance, trust, or by some other term, it shows up in a variety of observable ways. The facilitator who has a considerable degree of this attitude can be fully acceptant of the fear and hesitation of the student as he approaches a new problem as well as acceptant of the pupil's satisfaction in achievement. Such a teacher can accept the student's occasional apathy, his erratic desires to explore by-roads of knowledge, as well as his disciplined efforts to achieve major

goals. He can accept personal feelings which both disturb and promote learning - rivalry with a sibling, hatred of authority, concern about personal adequacy. What we are describing is a prizing of the learner as an imperfect human being with many feelings, many potentialities. The facilitator's prizing or acceptance of the learner is an operational expression of his essential confidence and trust in the capacity of the human organism.

A further element which establishes a climate for self-intitiated, experiential learning is empathetic understanding. When the teacher has the ability to understand the student's reactions from the inside, has a sensative awareness of the ay the process of education and learning seems to the student, then again the likelihood of significant learning is increased.

This kind of understanding is sharply different from the usual evaluative understanding, which follows the patterns of, "I understand what is wrong with you." When there is a sensitive empathy, however, the reaction in the learner follows something of this pattern: "At least someone understands how it feels and seems to be me without wanting to analyze me or judge me. Now I can loosson and grow and learn."

This attitude of standing in the other's shoes, in viewing the world through the student's eyes, is almost unheard of in the classroom. One could listen to thousands of ordinary classroom interactions without coming across one instance of clearly communicated, sensitively accurate, empathetic understanding. But it has a tremendously releasing effect when it occurs.

If any one teacher set himself the task of endeavoring to make one non-evaluative, acceptant, empathic response per day to a student's demonstrated or verbalized feeling, I believe he would discover the potency of this currently almost non-existent kind of understanding.

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1) Source - From the Field, World Education, Inc., New York,

It is a revised version of a presentation first published in Humanizing Education, ed. R. Leeper, ASCD, NEA, 1967. Copyright by the Association for Supervision and Curriculum Development, NEA. Freedom to Learn, Carl Rogers. Charles Merrill Co. 1969, pg. 103-112.

THE EFFECTIVE TRAINER

The following are some suggested general characteristics of effective trainers. For a person considering taking the trainer role, this list of characteristics can be treated as guideposts for planning. The more intensive or formal the program is, the more importance these guidelines assume. They are listed in approximate order of priority.

1. Openness to change. Because the trainer role is not simple, and requires 'sensitive use of the self', the prospective trainer must be willing to look at him/herself, question things he/she does and has always taken for granted. The person whose views of him/herself are unchangeable will have considerable difficulty in working as a trainer.

2. Reasonable 'comfortableness'. To do a good job as a trainer, one must be secure enough to try out new things. Training, like teaching, or any form of human interaction inevitably gets one off base, and into puzzling situations for which there are no ready made answers. An effective trainer needs to be comfortable with him/herself as a person, be comfortable with others, and be reasonably able to cope with new situations without getting upset.

3. Desire to help. The effective trainer needs to have genuine motivation for helping people learn. The person who tries out the trainer role only because it is 'interesting', or because the role was assigned by a superior, is unlikely to get very far before things freeze up or the group becomes apathetic. A thoughtful self-appraisal of one's reasons for wishing to try out the trainer role is strongly suggested.

4. Being seen as helpful. The trainer must be seen by the members of the training group as being potentially (and actually) able to help them learn. This seems obvious, but is easily overlooked. Without acceptance of one's trainership by group members, little learning is possible.

Most persons markedly lacking in the other characteristics listed here will also tend to be seen by potential members of the training group as being unable to provide training assistance. This boils down to: "Do people in the group think I am competent to help?"

5. Role flexibility. It helps if the trainer is a person who can do different kinds of things in group situations without too much difficulty. He/she need not be a super-member or an unusually skilled individual, but he/she ought to be able to handle him/herself with a minimum of strain in group situations.

6. Sensitivity to groups. A good trainer notices things in group situations. He/she picks up what is going on, can see objectively and accurately what is happening. If he/she has not learned this sensitivity, it will be difficult to help members develop it.

7. Understanding of the training process. A good trainer has a reasonably clear picture of how people can learn in an inductive, experience-centered way.

8. Formal and practical knowledge about groups. It helps if the trainer knows something about group dynamics, and is comfortable with concepts in this area. Background experience with different kinds of groups is also useful.

9. Methodological knowledge. For effectiveness, the trainer needs to be familiar with the teaching method being used.

Again, these are open-end criteria. Even an accomplished trainer could show improvement on all of them. The person who is experimenting with the trainer role for the first time can use these criteria as guideposts to evaluate and improve his/her performance as he/she proceeds. Three qualities to always strive for, however, as an effective trainer are:

- Genuineness: An effective trainer is non-phony, nondefensive, authentic and natural in his/her encounters with learners and other trainers.

- Warmth: An effective trainer is able to provide a non-threatening, safe, trusting or secure atmosphere through his/her own acceptance, positive regard, valuing and acceptance of others.

- Understanding: An effective trainer is able to understand, 'be with', 'grasp the meaning of' or have a high degree of empathy with the learners.

Adapted from staff taining material used by Peace Corps Latin America Region, Washington, DC. 1977. Original Source of some information, Learning to Work in Groups by Matthew B. Miles, Columbia, 1959.

DISCUSSION GROUP LEADERSHIP

The best discussions take place when everyone in the group assumes responsibility for group maintenance (that is, helping the group move toward the goal for its discussion activity).

What are some of the characteristics of effective discussion leadership? What are some of the things you should do and be alert to if you are to fulfill your responsibility to the group, whether or not you are designated as the leader?

1. The smaller the group the more the interaction. Groups over 10 create barriers to full participation. Some people talk whether the group is large or small. Others will get involved only in a smaller group. The tasks of group maintenance and leadership are more difficult as the group gets larger.

2. Be sure everyone is comfortable and can look eye-to-eye at everyone else in the group. Naturally, that usually means a circle. Whether on chairs or on the floor, communication can be facilitated by proximity.

3. Ask questions and listen. That's harder than it sounds. The first impulse is to offer one's own opinions, especially if we have more experience or expertise on the subject at hand. However, that can stifle expression by others.

4. Make sure everyone is involved. This can usually be done by being alert to the silent members and drawing them in. Sometimes it may be necessary to ask someone to give others a chance or suggest a rule that no one can speak twice until everyone else has spoken once (or until two others have spoken, or only to ask a question or some similar device to encourage full participation).

5. Keep the discussion on track. This can often be done through questions or playback summaries, e.g., "What I've been hearing in this discussion is.....Is that how it sounds to you?"

6. Avoid sarcasm. This is the temptation of the clever and witty, but it can kill discussion or at least "knock out" the victim. Save it for your closest friends or enemies.

7. Encourage humor. Don't take yourself too seriously for pompousness and formality smother discussion. "Up-tight" people can sit for lectures, but they have to loosen up for a successful discussion. Relax and enjoy.

8. Remember the problem-solving paradigm: many discussion subjects (not all) can best be approached this way--clarify the problem, suggest alternatives, identify criteria for discussion, and test the alternatives against the criteria.

9. Set time limits. Practice has shown that small groups tend to use whatever time is available, but move more quickly toward the goal if time is a factor.

10. Learn to observe process. How a discussion proceeds and how the group members interact may be more important than what is said. Discussion is more relating than debating.

Adapted from staff training materials used by Peace Corps Latin America Region, Washington, D.C.

WHAT TO OBSERVE IN A GROUP

All of us have spent our lives in groups of various sorts--the family, gang, team, work group, etc., but rarely have we taken the time to stop and observe what was going on in the group or why the members were behaving the way they were. One of our main goals here is to become better observers and better participants.

But what do we look for? What is there to see in a group?

I. Content vs. Process

When we observe what the group is talking about, we are focusing on the content. When we try to observe how the group is handling its communication, i.e., who talks how much or who talks to whom, we are focusing on group process.

Most topics about the back-home situation emphasize the content -- "what is good leadership," "how can I motivate my subordinate," "how can we make meetings more effective," and concern issues which are "there and then" in the sense of being abstract, future or past oriented and not involving us directly. In focusing on group process, we are looking at what our group is doing in the "here and now," how it is working in the sense of its present procedures and organization.

In fact, the content of the conversation is often the best clue as to what process issue may be on people's minds, when they find it difficult to confront the issue directly. For example:

CONTENT	PROCESS
1. Talking about problems of authority back home may mean	that there is a leadership struggle going on in the group

2. Talking about how bad group meetings usually are at the plant may mean ..... that members are dissatisfied with the performance of their own group

At a simpler level, looking at process really means to focus on what is going on in the group and trying to understand it in terms of other things that have gone on in the group.

II. Communication

One of the easiest aspects of group process to observe is the pattern of communication:

1. Who talks? For how long? How often?
2. Who do people look at when they talk?
   a. Single others, possibly potential supporters
   b. Scanning the group
   c. No one
3. Who talks after whom, or who interrupts whom?
4. What style of communication is used (assertions, questions, tone of voice, gestures, etc.)?

The kinds of observations we make give us clues to other important things which may be going on in the group such as who leads whom or who influences whom.

III. Task - Maintenance - Self-Oriented Behavior

Behavior in the group can be viewed from the point of view of what its purpose or function seems to be. When a member says something, is he/she primarily trying to get the group task accomplished (task), or is he/she trying to improve or patch up some relationships among members (maintenance), or is he/she primarily meeting some personal need or goal without regard to the group's problems (self-oriented)?

As the group grows and member needs become integrated with group goals, there will be less self-oriented behavior and more task or maintenance behavior. What kinds of categories can be identified?

Some types of behaviors relevant to the group's fulfillment of its task that you will note participants manifesting are:

1. Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.
2. Seeking information or opinions: Requesting facts; seeking relevant information about group concern; Asking for expression of feeling; Requesting a statement or estimate; Soliciting expressions of value; Seeking suggestions and ideas .....
3. Giving information or opinion: Offering facts; Providing relevant information about group concern; Stating a belief about a matter before the group; Giving suggestions and ideas .....
4. Clarifying and elaborating: Interpreting ideas or suggestions; Clearing up confusions; Defining terms; Indicating alternatives and issues before the group .....
5. Summarizing: Pulling together related ideas; restating suggestions after the group had discussed them; Offering a decision or conclusion for the group to accept or reject...
6. Consensus testing: Asking to see if group is nearing a decision; Sending up trial balloon to test a possible conclusion....

Some types of behavior relevant to the group's remaining in good working order, having a good climate for task work, and good relationships which permit maximum use of member resources, i.e., group maintenance that you will see participants manifesting are:

1. Harmonizing: Attempting to reconcile disagreements; Reducing tension; Getting people to explore differences .....
2. Gate keeping: Helping to keep communication channels open; Facilitating the participation of others; Suggesting procedures that permit sharing remarks.
3. Encouraging: Being friendly, warm, and responsive to others; Indicating by facial expression or remark the acceptance of others' contributions .....

4. Compromising: When own idea or status is involved in a conflict, offering a compromise which yields status; Admitting error; Modifying in interest of group cohesion or growth .....

5. Standard setting and testing: Testing whether group is satisfied with its procedures or suggesting procedures; Pointing out explicit or implicit norms which have been set to make them available for testing .....

Every group needs both kinds of behavior and needs to work out an adequate balance of task and maintenance activities.

IV. Emotional Issues: Causes of Self-Oriented Emotional Behavior

The processes described so far deal with the group's attempts to work, to solve problems of task and maintenance, but there are many forces active in groups which disturb work, which represent a kind of emotional underworld or under-current in the stream of group life. These underlying emotional issues produce a variety of emotional behaviors which interfere with or are destructive of effective group functioning. They cannot be ignored or wished away. Rather, they must be recognized, their causes must be understood and as the group develops, conditions must be created which permit these same emotional energies to be channeled in the direction of group effort.

What are these issues of basic causes?

1. The problem of identity: Who am I in this group? Where do I fit in? What kind of behavior is acceptable here?

2. The problem of goals and needs: What do I want from the group? Can the group goals be made consistent with my goals? What have I to offer to the group?

3. The problem of power, control and influence: Who will control what we do? How much power and influence do I have?

4. The problem of intimacy: How close will we get to each other? How personal? How much can we trust each other and how can we achieve a greater level of trust?

What kinds of behaviors are produced in response to these problems?

1. Dependency-counterdependency: Leaning on or resisting anyone in the group who represents authority, especially the trainer.
2. Fighting and controlling: Asserting personal dominance, attempting to get own way regardless of others.
3. Withdrawing: Trying to remove the sources of uncomfortable feelings by psychologically leaving the group.
4. Pairing up: Seeking out one or two supporters and forming a kind of emotional sub-group in which the members protect and support each other.

These are not the only kinds of things which can be observed in a group. What is important to observe will vary with what the group is doing, the needs and purposes of the observer and many other factors. The main point, however, is that improving our skills in observing what is going on in the group will provide us with important data for understanding groups and increasing our effectiveness within them.

Adapted from staff training materials used by Peace Corps Latin America Region, Washington, D.C.

S U M M A R Y O F M O D U L E I

BUREAUCRATIC EFFECTIVENESS

(Total Time: Approximately 6 1/2 hours)

SESSION #1: Introduction to Bureaucratic Effectiveness
(1 hour 15 minutes)

Participants read about, and discuss a historical overview of bureaucracies, their purpose and function. Together they examine their experiences with bureaucracies in the United States. Through individual work they then begin to focus on their reactions to current experience (frustrations, learnings, confusions) with bureaucracies in their host country. In this general introduction, the need for work on learning more about bureaucracies in the sessions that follow is established.

SESSION #2: Dominant Characteristics of a Bureaucracy
(Approximately 1 hour 35 minutes)

The trainer provides a lecturette on the dominant characteristics of a bureaucracy and how both the formal and informal features impact on how the bureaucracy functions. Using an exercise with prepared cards, participants analyze and compare the differences and similarities between a North American and a host country bureaucracy. With the assistance of the trainer, participants begin to isolate characteristics of the bureaucracy which might be causing some of the frustrations and confusions identified in Session 1.

SESSION #3: Strategies for Bureaucratic Effectiveness
(2 hours 35 minutes)

The group defines what bureaucratic effectiveness means in terms of the Peace Corps volunteer. By individually isolating and in pairs analyzing instances in which they were bureaucratically ineffective, participants examine their personal styles of dealing with bureaucracies. They individually build strategies for applying their learnings and becoming more bureaucratically effective in their work.

INTRODUCTION TO SESSIONS ON

BUREAUCRATIC EFFECTIVENESS

The first records of bureaucratic organizations are made at what is considered the birth of "civilization" - some 5000 years ago. At that time the transition was being made from a migratory, grazing economy to a seed planting, cultivating society. There was a need on the part of farmers and governments to control the great river deltas such as the Nile, Tigris and Euphrates, the Indus and the Yellow Rivers.

According to John King Fairbanks, all these great river societies were "organized under centralized monolithic governments in which bureaucracy was dominant in all aspects or large-scale activity... The institution of compulsory labor by the people at the behest of the government usually became well-established." This made possible the construction of large public works which still amaze us, like the pyramids of Egypt, or the Great Wall of China.

These ancient organizations soon developed the characteristics most often associated with bureaucracies:

- each person had a prescribed role - skilled laborers, peasant workers, artisans, etc.;
- loyalty and obedience to the organization's goals was expected and promoted;
- recruits were systematically enlisted and trained;
- step-by-step promotions were made based on seniority and formal examinations;
- written records became the controlling force of human effort and the scribes who kept the records had special privileges and power;
- a military-type chain-of-command (with supervisors, middle-managers, and senior managers) was increasingly tailored to meet bureaucratic goals and direct human energy to those purposes.[1]

These basic bureaucratic forms continue to be used by all governments for carrying out their policies and delivering services to their publics.

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[1] Steinberg, Rafael. Man and the Organization. N.Y.: Time-Life Books, 1975.

In the United States most of us are born in hospitals - bureaucracies set-up to handle our health care. By the age of six, we end our exclusive relationship with our family and enter the first of a series of educational experiences in bureaucracies. The major challenge for the individual during this period is to demonstrate bureaucratic competencies - the skills and abilities to accomplish a variety of assigned tasks. Those who do "well" in school are encouraged to join organizations. 83% of the working population will spend their work life in small and large organizations, a large number of which will resemble to a large extent those bureaucracies established in the ancient kingdoms.

Most persons working in bureaucracies are deeply impacted by the routines, standardizations, and lack of interest expressed in individual uniqueness. Many of these "bureaucrats" will become apathetic and passively accepting of the bureaucratic climate and experience. Others, a small minority will attempt to change the bureaucracy.

There are two basic strategies that persons interested in changing the bureaucracy tend to use. One, is to focus their work efforts on changing the very nature of the bureaucracy itself. Here the interest may be in changing the structures, hierarchies, norms and relationships so the bureaucracy becomes more personal and responsive to individual values.

The second strategy involves the individual in learning the skills and approaches for increasing his or her own bureaucratic effectiveness. Here the interest is to look at one's own relationship with the bureaucracy and determine ways to increase one's influence and make certain that important tasks and commitments are realized. Small informal task groups, for example, may be utilized to solve problems which the formal structures could not handle.

The following series of training sessions are an attempt to explore ways to increase skills and identify the attitudes that will allow each of us to increase our bureaucratic effectiveness. This will be done by analysis of how bureaucracies - in both the United States and host countries - function and work. The focus will be to help individuals identify their own style, as well as patterns that become their own unique approach to bureaucratic work relationships. Sessions are designed to help individuals develop new approaches for becoming more effective and skillful within the bureaucracy through practicing new skills, consulting, and helping others to work and develop new ways of becoming more effective.

SESSION #1

Notes/Summary

INTRODUCTION TO BUREAUCRATIC EFFECTIVENESS

Rationale for Training Session:

Many of us will spend all of our work life in bureaucratic organizations. We begin our contact with bureaucracies in grade school, and continue through other levels of schools and colleges and often then seek work in an organization of some kind. At this time in the Peace Corps Volunteer's Service, s/he has had considerable life and work experience in bureaucracies in the United States and now is beginning to experience work and life in connection with host country bureaucracies. This session is intended to give each participant an opportunity to discuss his or her present involvement in the host country bureaucracy with which s/he works. By identifying some of the characteristics of bureaucracies which stimulate or frustrate work efforts, individuals will begin a process of identifying the unique style they bring to their work and relationships within organizations. (Read handout #1 as complete introduction to this module)

TOTAL TIME: Approximately 1 hour 15 minutes

Goals:

1. To review a perspective on the history of bureaucracies and their purpose and function from the beginning of the agricultural revolution to the present.

2. To identify participant's reactions (frustrations, learnings*) to involvement with both the host-country and the Peace Corps bureaucracies to date.

*See glossary

Notes/Summary

3. To identify similarities and differences in reactions participants have to their current bureaucratic experience.

Trainer Preparation for Session:

1. Brief other trainers on their roles in and expected outcomes of the session.

2. Read Handout #1 on "Bureaucratic Effectiveness". Since you will lead a group discussion on the topic, as you read the article, prepare your thoughts on: +

   - your own experience in working within host country bureaucracies. Trainer Note: You might talk about how you have functioned within the bureaucracy, e.g., feelings about slowness of change or the importance of hierarchy. A host country perspective is important, so you may want to talk to language teachers, cross-cultural coordinators and other host-country staff to gain their perspective before the session.

   - trends and changes that seem to be affecting host country bureaucracies at the present and how they may have remained the same over time, particularly if impacted by a previous colonial influence

     Trainer note: Examples of typical trends and changes that seem to be affecting host country bureaucracies might be that

     - the bureaucracies are getting larger
     - they are more decentralized
     - they have more women working in them

   - your own observations about frustrations, confusions and positive aspects you have observed of Volunteers working in host country bureaucracies

+ Utilize various host country resources

Trainer Note: Your role as trainer in this session is not to solve the problems and issues which Volunteers confront in working within the Peace Corps and host country bureaucracies. Your role is to create a climate for full discussion of these issues. Therefore your ideas on the 3 major points mentioned are important.

Notes/Summary

3. Prepare necessary newsprint/blackboard and handouts

Materials Needed:

- newsprint
- markers
- pencils and paper

Prepared Newsprint/Blackboard

- session goals (step 1)
- task for identifying reactions to host country bureaucracies (step 3)

Handouts

I. Introduction to the Session on Bureaucratic Effectiveness (Step 2a)

Procedures

1. **Opening Statement** [3 minutes]

Begin the session by explaining to the participants that one of the largest sources of frustration for many Peace Corps Volunteers is working within bureaucracies to get things done. Tell them that the next 3 sessions will focus on

- defining and examining bureaucracies
- identifying some of the problems as well as successes people may be having and
- designing personal strategies for being effective in working with host country bureaucracies

Read the session goals from a prepared flipchart/blackboard.

Notes/Summary	
	Tell participants that one way to start examining bureaucracies is to look at them from a historical perspective.
[2 minutes]	2a. <u>Handout/Reading</u> Pass out the Handout #1 "Introduction to Bureaucratic Effectiveness" and ask them to read it as an introduction to this session.
[5 minutes]	2b. Participants individually read handout.
[10 minutes]	2c. As everyone finishes reading, help the trainees react to the article by leading a brief discussion.** Ask the following questions: 1. What are some general reactions to this article? 2. What are some of the different bureaucracies that you have been involved with in the U.S.? 3. How have these bureaucracies in which you have been involved influenced you both positively and negatively? (Increased frustration, apathy, lack of interest or sense of identity, contribution, learning.)
[5-10 minutes]	2d. As the discussion ends, briefly remark on the comments you prepared (see trainer preparation before session) which cover: • your own experience with <u>host country bureaucracies</u> • trends you have seen changing with host-country bureaucracies • your observations of how Peace Corps Volunteers working within host country bureaucracies (frustrations, confusions, positive aspects, etc.)

**See Trainer Reference

3. **Identification of Current Feelings**

Notes/Summary

[3 minutes]

Now that you have offered your observations, ask participants to each identify the host country bureaucracies in which they are involved, and on a piece of paper to identify their current feelings about their experience to date working as a Peace Corps Volunteer in that bureaucracy. For instance you might say:

"You have heard some of my observations. But you have your own experience. You have now been a Peace Corps Volunteer working in a host country bureaucracy (or bureaucracies) for _____(period of time). Let's name some of those bureaucracies." (Participants will offer responses such as ministry of agriculture, elementary school, a health center, etc.) *"On a piece of paper, write down your major experiences and reactions or feelings you have had working in that bureaucracy. Make two columns - in one column list the positive reactions - in the other column list the negative reactions. Identify what has been frustrating, confusing, stimulating and what you have learned. After a few minutes, we will discuss your reactions."*

You can use the following newsprint/blackboard outline to explain the task.

Sample Newsprint/Blackboard

TASK:

Identify your major experiences so far, reactions and feelings about working with your host country bureaucracy.

List positive/negative responses in two separate columns, the list might include:

- frustrations
- learnings
- confusions
- stimulations
- anything else that describes your experience

Notes/Summary [5 minutes]

4. Participants work individually to identify reactions and experiences

[25-30 minutes] Large Group Discussion **

5a. Begin the group discussion that covers the following points:

- ask individuals to describe some of their frustrations. It is important you give participants an opportunity to freely explore and share their frustrations. You can help by paraphrasing* what you hear and encouraging the group to see if they can be as specific as possible about the causes and type of frustrations. It is more important that their frustrations are understood than that they are "correct".

  Trainer note: As an alternative, you can list their frustrations, confusions, etc. on newsprint or blackboard so that similarities/differences can be seen. Newsprint can be used in BE Session III when discussing strategies.

After frustrations have been described, direct the discussion through:

- what they have found stimulating about their experience in the host country bureaucracy.

- what they have found confusing (difficult) to understand about the bureaucracy.

[10-15 minutes] 5b. End the discussion with the questions:

- *"What have been the most important things you have learned about working in your host-country bureaucracy for ____ (period of time)?"*

- *"What would be important to tell new arrivals about working in host country bureaucracies?*

** See Trainer Reference
* See Glossary

As participants offer responses, write each of their "learnings"* on newsprint/ blackboard. Encourage participants to each make notes in their notebooks.

Notes/Summary

Continue with the final question:

- *"Based on your learnings, what one thing do you see yourself as doing differently, continuing to do, or changing in relating to working within the host country bureaucracy?"*

Listen to a few (6-7) responses and then lead into closure.

6. <u>Closure</u> [2 minutes]

Remind participants that they have begun to look at bureaucracies in general (past & present) and also to explore and compare their reactions to their current experiences with host country bureaucracies. Explain that this was the first step toward further examination of bureaucracies and the characteristics that might be causing some of the reactions they have described. *"We will continue this in the next session."*

End Session.

* See glossary

INTRODUCTION TO
DOMINANT CHARACTERISTICS OF A BUREAUCRACY

Historically, bureaucracies have shared a number of common qualities or characteristics. Generally they have been male-managed and oriented, developed patterns of communication with more down through the organization rather than up and structures have been established which tend to provide a sense of stability in a changing environment. In this session we will be working with five dominant characteristics. Mission, Rewards, Authority and Status, Relationships, and Norms and Values.

1. Mission. The organization's mission is the purpose for or reason why an organization exists. It is the basic mission that should determine the goals and objectives of the bureaucracy and how its structures are established and resources allocated. Often organizations lose their "sense of Mission". When this occurs, organization members can lose their own sense of purpose, find it difficult to agree with others about the real mission, or work on their own agendas as though these were the mission. When missions are clear and agreed upon by members, organizations tend to be seen as more dynamic, alive, and successful.

Examples of organizational missions: An elementary school - To educate and support children in becoming effective adults in the community; An agricultural department - To provide resources farm families require to make nation self-sufficient in food; and specifically the Peace

Corps - To provide a means for people of the United States to work with other citizens of the world in learning about and solving basic human problems.

2. Rewards. Rewards are those gifts or acknowledgements made to persons resulting from some behavior or activity valued within the bureaucracy. A reward can be material, as in a salary increase for time working in a bureaucracy. It can also be immaterial as when people are rewarded with a "pat on the back" or thanked for doing something seen as special. Additionally, bureaucracies can reward by failing to apply its rules equally. Sometimes people are given salary increases because of friendship rather than merit, or because of their position, not expected to do the same things as others such as submit reports or show-up at work on time.

3. Relationships. Relationships in bureaucracies are most often determined by functions - what one is to do and roles - how one is to do work. There is a tendency, as well as pressure, for persons with the same roles and functions - e.g., secretaries, supervisors, unit heads, to share common views of the bureaucracy and its problems and accomplishments. In some bureaucracies relationships are seen and felt as very important so a lot of time might be spent in cultivating and maintaining relationships both within and outside of specific work groups. In some organizations relationships are more formal and stiff while in others there is a relaxed, informal atmosphere.

Roles tend to determine how one sees the bureaucracy and its strength and weaknesses. How one feels about relationships and who one relates to are influenced by one's role. Managers, for instance, will tend to maintain a similar view of the bureaucracies effectiveness and issues. They will generally feel freer to relate with and share their perspectives with other managers than with those who work for them.

4. Authority and Status. All bureaucracies have levels of authority and status. Authority is generally delegated by a governing body (Congress, Board of Directors, Membership) to an executive and allows for what can and cannot be done by the executive in the name of the organization. Authority is then delegated downward. Status involves the symbols and attachments we give to the authority to carry out the demands of his or her office. In the U.S. government, for example, all public employees are given a grade level which attests to their authority as well as the supports required for their status. Status determines the size of one's office, the tables, flags, pictures, and wastebaskets required, and the personnel needed - secretary, chauffer, cooks, etc.

5. Norms. Norms are the set of expectations held by members of a bureaucracy about how a person should act. Norms involve a correct way of behaving and a wrong way. Norms are specific to a bureaucracy and require time, observations, and experience to learn. Norms may involve

time - how late one can be to a meeting without people looking at him or her with disapproval; attitudes - how one is expected to support others in the office (smile, have a cup of coffee, pitch in on work); dress - how one is supposed to look especially given status.

Formal and Informal Features -

One other thing about characteristics in bureaucracies... They are both formal and informal in nature. They can be strongly formal - that is - each of the characteristics ~~very clearly defined by rules~~, regulations, policies, and they can be strongly ~~informal~~ - each characteristic can be understood by members as important and they may or may not agree with the formal rules.

For example, the formal mission of an agricultural department may be to develop the nation's self-sufficiency in food. A research unit of that department may on its own define its mission as being to discover a new rice seed which will double the country's production of rice. In doing so, the unit exceeds the department's mission of self-sufficiency and is endeavoring to create an abundance of rice for export. In this case the unit's mission becomes an informal one because it is not sanctioned by the organization as a whole.

In another example, the formal authority in a bureaucracy may have considerable power to administer but because of his or her personality or approach, the members may ignore orders and have little fear of consequences.

Instead they may look to an aide for guidance and approval because even without formal delegation the aide has learned how to use the authority of the executive and informally is allowed to do so.

DOMINANT CHARACTERISTICS OF A BUREAUCRACY

Characteristics of Bureaucracies	Formal Features	Informal Features
1) Mission: Purpose for an organization.	- Usually stated in documents (legislation or organization papers). Goals and objectives, when met, will fulfill the Mission.	- May be very different from stated purpose, yet agreed upon by bureaucracies members. For example, informal mission may be to provide status and rewards for career bureaucrats.
2) Rewards: Acknowledgements, material and immaterial, to members for service performed.	- Rules and policies usually specify performance to be rewarded and nature of reward, e.g., at the end of 30 years service an employee will be given a watch or plaque.	- Rewards may be given as favors from the boss not as merit but because of personal taste. Rewards can be for non-performance as well as achievement.
3) Authority and Status: Persons are empowered with measures of control and symbols of standing given their position in the bureaucracy.	- Authority for action in the name of the bureaucracy is generally granted to the executive and then is delegated downward through the organization. Status is generally given to those based on amount of authority granted.	- In bureaucracies persons often gain informal authority. For example, a secretary can "know how to get things approved by the boss." Status can be given for age, number of children, ability to get things done.
4) Relationships: These are most often determined by the kind of work one does and the role one is expected to take in the bureaucracy.	- People tend to develop relationships around the work they do and in the units they do it. There are usually guidelines about how people in different positions and responsibilities are to relate to one another.	- Cultures vary about the importance and attention given to relationships. Often informal relationships can develop in bureaucracies where persons who went to same schools, related by marriage or family, or who feel "simpatico" with others develop close, on-going relationships.

DOMINANT CHARACTERISTICS OF A BUREAUCRACY (CONT.)

Characteristics of Bureaucracies	Formal Features	Informal Features
5) Norms. Behaviors expected of members in a bureaucracy.	- Norms can be regulated by rules. What time to come and leave work, the kind of dress one should maintain, and the kind of attitude one should have with others.	- Most norms are informal and traditional to the bureaucracy. Although the rules may require a starting time for work, the norms may allow for 20-30 minutes lateness. Norms tend to make people comfortable when they are followed and create discomfort in the group when violated.

SESSION #2

DOMINANT CHARACTERISTICS OF A BUREAUCRACY

Notes/Summary

Rationale:

Peace Corps Volunteers often find themselves frustrated with their inability to "get things done" in the host-country bureaucracy. They tend to see the organization they work with as a cumbersome "machine" more interested in paper and status than people and action. Some begin to blame the cultural aspects of the particular country and complaints such as, "You can't get anything done here" are common.

This session is designed to help the Volunteer become aware of the fact that any organization in the United States or in another country has a number of similar and dominant characteristics. By being able to analyze these and other characteristics, the Volunteer has a better opportunity to determine potential problem areas and to decide how s/he needs to behave within the parameters of that bureaucracy in order to be effective. The Volunteer can even find ways that the structure of the bureaucracy might work to his/her advantage if s/he understands it.

Total Time: Approximately 1 hour 35 minutes

Goals:

1. To identify the dominant characteristics of bureaucracies and to analyze what purposes these characteristics serve.

2. To discuss how both formal and informal aspects of the organization impact on how a bureaucracy functions.

3. To describe the differences and similarities between a North American bureaucracy and a bureaucracy in the host country.

Notes/Summary

4. To help Volunteers examine the characteristics and purpose of the bureaucracy with which they are currently working.

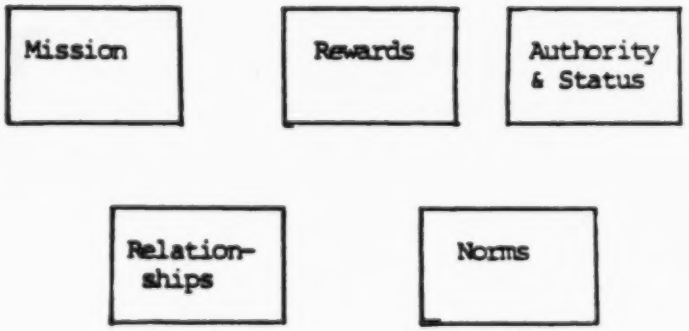
5. To identify those characteristics that might be causing the Volunteer frustrations in his/her work, and to begin to develop strategies for working within the characteristics of the bureaucracy.

Trainer Preparation for Session

1. Brief other trainers on their roles, responsibilities and expected outcomes of the session.

2. Familiarize yourself with the information in the handout "Dominant Characteristics of a Bureaucracy" so you can deliver a lecturette* that explains the concepts.

3. Prepare enough sets of cards with characteristics of the bureaucracy on them so that each participant has a green set of 5 (one card for each feature) and a yellow set of 5. If yellow and green are not available, choose any two colors. A complete set of cards would look like this:



* See glossary

Notes/Summary

4. In Step 3b participants are asked to examine how they perceive Peace Corps as an organization expends its time and energy in terms of the 5 dominant characteristics. The group task is to discuss, with you as facilitator, which characteristics Peace Corps sets as its highest priority and which it sets as lowest, etc. Therefore, it is important that you be able to assist the participants in doing this. You need to think through your own experience with Peace Corps and determine how you might rate the priorities. As an example, you might believe that

   1. *"Mission #1 - People in Peace Corps - both volunteers and staff - talk so much about goals and objectives and what Peace Corps is supposed to be doing... and this becomes a big part of conversation with host country people. I don't believe people necessarily agree on the mission, they just talk about it a lot."*

   2. *"Authority #2. I think authority is always a major conflict area for Americans - wanting and not wanting others to have it. In a volunteer organization where there are real distinctions between staff and volunteers and what it means to be either, authority has to be a big concern."*

   3. *"Norms #3. As they say, whenever you get around Peace Corps people you know it because of the shared ways of behaving and looking at things. Norms are a big item in the Peace Corps because of the formal mandate to relate to and live effectively with host country people."*

   4. *"Relationships #4. In some ways, relationships should be #1 because they are so central to Peace Corps experience. I only put them #4 because everyone has to recognize that relationships are most often only temporary. All of us must also be prepared to leave and to let go."*

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Notes/Summary

5. *"Rewards #5. If you're talking about the formal rewards of money and promotion, forget the Peace Corps. If we're talking about the informal rewards of learning, friendship, giving that is all very important - yet often they have to be postponed - maybe even being felt after service is over. This is why I put it last."*

Trainer Note: These are only examples and not necessarily the ones you should use. Read the materials and rely on your experience as well as the perceptions.

5. Prepare necessary newsprint and handout.

Materials:

- chalkboard, blank newsprint (or locally available materials)
- masking tape
- markers
- 2 sets of "Characteristics of the Bureaucracy Cards" (green or yellow or 2 different colors) for each participant

Prepared Newsprint

- Goals of Session (Step 1)
- Newsprint of Formal & Informal Dominant Characteristics of a Bureaucracy (save this to use also in Session 3) (Step 2a)
- Task for Bureaucracy Card arrangement (Step 4c)

Handouts

1. Dominant Features of a Bureaucracy (Step 2a)

Procedures:

1. Opening Statement and Goals

Introduce this exercise by saying something to the effect that *"We earlier discussed how bureaucracies form and evolve. Next we will look at some features or characteristics that are*

common to all bureaucracies. This overview will help us in our analysis of bureaucracies, their function and how we can work within them as Volunteers."
Read the goals from newsprint.

Notes/Summary

2a. Lecturette/Discussion

Alternative I

Basing your information on the handout "Dominant Characteristics of a Bureaucracy",conduct a lecturette that covers the following points: [20 minutes]

- Although there are many characteristics common to a bureaucracy, in these sessions we will be working with 5:

  - mission
  - rewards
  - relationships
  - authority & status
  - norms

  } define each of these

- Describe the difference between formal and informal features
- Give examples of formal and informal features for each characteristic
- Provide time for questions and comments

Trainer Note: Use the handout during the session as background material. You can prepare newsprints with definitions of characteristics and samples as formal and informal features.

Alternative 'II

Use the article as basis for a discussion. Tell participants that they will be reading an article about the dominant characteristics of a bureaucracy.

Using prepared newsprint, ask them to read the article and to: [20 minutes]

Notes/Summary

Sample Newsprint

TASK:

- Focus on the definitions and examples of characteristics of a bureaucracy and their formal and informal features
- Underline what they see as most important
- Note any questions

When they finish reading, ask the following questions:

- Are there any questions or comments on the definitions of the 5 characteristics?
- What are some of the most important points made in the article?

As you end the discussion, mention that these 5 characteristics and their formal and informal features will be used in the analysis of bureaucracies during this session.

Dominant Features of a North American Bureaucracy

[3 minutes]

3a. Explain that the next task is to begin to identify how these 5 dominant characteristics influence how bureaucracies function both in the United States and in the host country. Pass out one set of green cards and one set of yellow cards to each person. Tell them that the green set of cards, each with a characteristic, represents important characteristics of ~~North~~ American bureaucracies. Mention that since everyone is familiar with Peace Corps, you are going to use Peace Corps as an organization for analyzing a North American bureaucracy.

Notes/Summary

Trainer Note: If you feel that using Peace Corps as an example would be inappropriate for your group, or would open a discussion that focused on anxieties PCVs might be feeling about Peace Corps, you can use another example instead of Peace Corps. An American high school or university are ones with which everyone will be familiar. However, using Peace Corps might allow people to express and share feelings. Your choice of sample should depend on your comfort level with working with the group's feelings.

3b. Ask everyone to lay the 5 cards out in front of them on a desk, table or the floor in some order or ranking of priority. The purpose of this is to help participants explore the meaning and uses of such concepts in a real bureaucracy and to begin to appreciate the fact that all bureaucracies put more importance to certain aspects and develop unique organizational patterns and attitudes.

[20 minutes]

Give the group the following task:

"Think about the definition of the 5 characteristics and their formal and informal features we discussed. Using your experience, think for a few minutes about which of these characteristics is most important to Peace Corps as a bureaucracy. That is, where does Peace Corps concentrate it's time and energy: on the mission, rewards, authority & status, relationships or norms? After reflection, then place the cards in front of you in a priority ranking as to which characteristic you see as most important to Peace Corps members. After everyone has rank ordered their cards, then with a show of hands determine which characteristic is first, etc."

Notes/Summary

(In a group of 18 it might look like Mission 6, Authority & Status 5, Relationships 5, Norms 2, and Rewards 1.)

1. "How many saw Mission as most important - Count the number out loud and ask 1-2 people to explain why..."

2. Next you might ask, "Now that we have determined the priorities as you see them, lets discuss why you ranked them as you did. It may be as a result of discussion we might want to change the ranking. Let's begin with 1 - and go on through... why that priority and let's hear agreements and disagreements."

3. Next you might ask, "We've looked at Peace Corps as a bureaucracy. How typical is it of other North American bureaucracies you are familiar with? Compare with other government agencies, schools, business organizations."

4. Next you might ask, "Are there some important characteristics that are prevalent in North American bureaucracies that we have left out?" (e.g. communications, structure, etc.)."

[1 minute]

3c. It is important to remind the Volunteers that there are no right or wrong answers as to how people relate to bureaucracies. So much is determined by individual reactions and dynamics in relationship to organizations.

[1 minute]

3d. Summarize discussion by identifying the two or three major ideas that have emerged from the discussion. Tell participants that it is now important to move from the look at Peace Corps as an example of a North American bureaucracy to look at host-country bureaucracies.

Host-Country Bureaucracy Dominant Characteristics

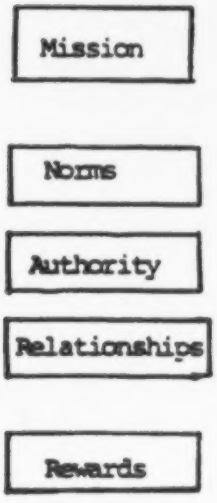
Notes/Summary

4a. Ask participants, for the purposes of the next exercise, to move into groups of 3 around a table or on the floor. If possible, they should get together with 2 other people who have the same or similar jobs or work with the same bureaucracy. (For instance, 3 teachers together, 3 PCVS who work with the Ministry of Agriculture together, etc.) Move into groups of 3.

[3 minutes]

4b. When they get into their groups of 3 ask them each to lay out their yellow cards (they used their green cards for looking at the Peace Corps bureaucracy, and it would be helpful for them to each keep them in front of them or at least in order of priority so they can refer to them later). They would each lay out the 5 yellow cards in front of them in order of priority - top most important, bottom least important. (If there is enough work room in front of them they can also lay the cards out allowing space between cards to indicate the various strengths of the characteristics. For instance, if Mission is <u>really</u> strong, then the individual may want to create distance with the second characteristic to indicate that strength.) An arrangement might look like

[3-10 minutes]



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Notes/Summary

Trainer Note: You can demonstrate this if you like by putting tape on the back of your cards and sticking them in the order you like on the blackboard or wall.

Reinforce the task using prepared newsprint.

Sample Newsprint:

> Task: Bureaucracy Card Arrangement
>
> 1. Lay out the 5 characteristics with distance and placement indicating priority of importance.
> 2. Be prepared to explain why you placed them as you did.

[5-10 minutes] 4d. Participants individually arrange yellow cards.

[10 minutes] 4e. Ask the 3 people in the same group to:

- Explain to each other why they placed and spaced the characteristics as they did
- Identify the similarities and differences in their choices

Processing

Notes/Summary

4g. Request that participants move back into the large group. Ask the following questions of everyone: [20 minutes]

1. What <u>differences</u> did you find between the North American Peace Corps bureaucracy and the bureaucracy you analyzed in this country?

2. What <u>similarities</u> did you find between the Peace Corps bureaucracy and the bureaucracy you analyzed in this country?

3. What does this analysis show you about how you have been working effectively and/or becoming frustrated in your work to this point? (What specifically did you identify in your small group about some of these characteristics that might be causing your fraustration?)

4. Given all this, do you think your focus should be on trying to change the bureaucracy or working effectively within that bureaucracy? What are the implications?

5. Based on what we have discussed so far, how will the analysis we've done about bureaucracies affect how you go about your work in the future? Some things you see yourself doing differently?

5. <u>Closure</u>

Close with a statement such as "*Working within any bureaucracy is difficult. It can cause frustrations, such as those we identified in both the first session and this one. Yet if we continue to analyze bureaucracies and look at our own behaviors, we will begin to become more bureaucratically effective. We will continue to do this in the next session.*" Answer any questions.

End Session.

SESSION #3

Notes/Summary

STRATEGIES FOR BUREAUCRATIC EFFECTIVENESS

Rationale:

An important goal for Volunteers is to become bureaucratically effective. This means to function productively with minimum frustrations within the constraints and limitations of the bureaucracy in which they are working.

This session stresses examination of the participant's personal style of approaching bureaucracies and some of the conflicts that their style might have caused in the past. Since Volunteers need to constantly be examining the situations around them as well as their own behavior, this session is designed to help begin and continue that process.

Total Time: Approximately 2 hours 20-25 minutes plus additional 15 minute break

Objectives:

1. To define the term "bureaucratic effectiveness", and to discuss the need for being bureaucratically effective as a Peace Corps Volunteer.

2. To examine personal styles of dealing with the bureaucracy and the appropriateness of continuing or altering those styles.

3. To continue to develop personal strategies for dealing with bureaucracies.

Trainer Preparation for Session

1. Brief other trainers on their roles, responsibilities and expected outcomes of the session.

Notes/Summary

2. Prepare necessary newsprint

Materials

- chalkboard
- blank newsprint (or locally available materials)
- masking tape
- markers

Prepared Newsprint

- Goals of session (Step 3)
- Task on Bureaucratic Ineffectiveness (Step 4a)
- Newsprint of Formal and Informal Dominant Features of a Bureaucracy (use the one from Session #2) (Step 4c)
- Task for explaining bureaucratic ineffectiveness in pairs (Step 4d)
- Checklist for common responses (Step 4f)
- Task for Action Planning (Step 4h)

Handouts

- Action Planning Form for Bureaucratic Effectiveness (Step 6a)

[3 minutes]

Procedures

Opening Statement & Goals

1a. Remind participants that they already spent time looking at the makeup of bureaucracies in terms of characteristics and structure. Talk about the need for personal strategies within the bureaucracy. Mention something to the effect that *"We've completed the first step toward reducing frustrations in working in the bureaucracy by examining our understanding of characteristics and structure. The next step is to look at how we, as individuals, can utilize this information to be more effective. Additionally, we all have acquired certain patterns of behavior based on what we have been taught, what we have experienced, our attitudes,*

	Notes/Summary
feelings and emotions. We now need to each examine those patterns to see how they might be appropriate or inappropriate for working within the host country bureaucracies. We will also begin to develop specific strategies for being more bureaucratically effective."	
1b. **State that the overall goal of this session is to look at ways to apply what we have worked on so far about bureaucracies and come up with strategies for increasing the Volunteer's bureaucratic effectiveness as it has been defined here.**	[2 minutes]
Read the session goals from prepared newsprint.	
2a. **Definitions of Bureaucratic Effectiveness**	[5 minutes]
Tell participants that before going any further you want to share some definitions of bureaucratic effectiveness. Using prepared newsprint read the following definitions or others you may want to add.	

SAMPLE NEWSPRINT

A Volunteer who is bureaucratically effective:

- can work within the boundaries of a system and produce/generate results.
- can support the overall goals & purpose of the bureaucracy rather than use it for personal gain or need.
- has the ability to adopt new strategies as old ones prove ineffective or inappropriate
- has the ability to work with others to encourage new activities or approaches (helping host country counterparts increase their effectiveness).
- etc.

Notes/Summary

[3-5 minutes]

2b. Ask participants if they can add to the list of definitions and/or provide specific examples of when they have seen or experienced bureaucratic effectiveness.

[5 minutes]

3a. Personal Patterns

Explain that the first step in the session will be to examine personal patterns in working with a bureaucracy and then to develop strategies. Mention that "*our goal is to try to become more bureaucratically effective. One way to approach how to be effective is to look at the exact opposite... ineffectiveness. Bureaucratic ineffectiveness is what often causes us to feel frustrated and not get things done.*"

Tell participants "*There are situations when all of us feel bureaucratically ineffective (and appropriately so).* Ask them to take a few minutes to reflect on situations where they have experienced themselves as being bureaucratically ineffective and to describe the feelings coming from that situation by completing the sentence

"*I feel bureaucratically ineffective when...*"

Some examples you can give to help people complete the sentence are

"*I feel bureaucratically ineffective when I make promises beyond my ability to deliver and people in the organization get disappointed.*"

"*I feel bureaucratically ineffective when I am impatient and need something done today although I know every task takes more time here.*"

		Notes/Summary
	"I feel bureaucratically ineffective when I let someone else in the organization make me angry, and I get verbal although I know anger is not dealt with positively in this culture.	
3b.	Tell participants to spend a few minutes to complete and write down the sentence *"I feel bureaucratically ineffective when.....*	[5 minutes]
3c.	Ask 5-6 people to each share their sentences. Ask others if theirs are similar.	[5 minutes]
3d.	After participants have identified some of their feelings ask them what generalizations* or observations they might come to by looking at their feelings. Some observations they might make are that some feelings seem to be more common than others. *"Anger seems to be a common experience for us."* Or *"Control of our feelings is something we share."* - Other observations might involve: *"Even though we all work in different situations, we seem to have common reactions."* *"So much of what we experience seems to result from caring too much, or getting too involved in the outcome of the situation."* It is helpful to give the participants an opportunity to see if they can gain some understanding about their feelings and to gain some common links to others. The importance here is that often our feelings are "normal" reactions to a complex situation or event.	
4a.	Tell participants that it would be useful to see if by describing situations of bureaucratic ineffectiveness it would be possible to identify some structures or elements in a bureaucracy that might provoke ineffectiveness. You might say *"what I would like to ask is that each of you describe in two or three paragraphs a situation in which you have been bureaucratically ineffective. I will ask a partner then*	[3 minutes]

* See glossary

Notes/Summary	
	to work with you to see if any of the characteristics we looked at in the last session might be involved in the situation."
	Use the following newsprint to explain task:
	SAMPLE
	Newsprint/Blackboard to Explain Task
	Identify a situation in a host country bureaucracy in which you were bureaucratically ineffective. Write 1-2 paragraphs that describe the situation and some of the dilemmas.
[15 minutes]	4b. Participants write paragraphs on their situations.
[3 minutes]	4c. As the participants finish writing their paragraphs, review the 5 characteristics of a bureaucracy. (Mission, rewards/incentives, authority/status, relationships, norms/values). Use the handout on "Dominant Characteristics of a Bureaucracy" from Session 2, Step 5. Or you can use the same newsprint you used in Session 2.
[5 minutes]	4d. As they finish writing their paragraphs, ask participants to pair up with one other person. Use the following prepared newsprint to explain that the task is done in rounds.*
	*See glossary

SAMPLE NEWSPRINT

Notes/Summary

	Person A	Person B
Round 1	-Explains situation and dilemma -Discusses partner's opinions to see if they can gain agreement.	-ask questions -paraphrases -gives his/her opinion which characteristics of the bureaucracy that caused difficulty
Round 2	-ask questions -paraphrases -gives his/her opinion which characteristics of the bureaucracy that caused difficulty	-explains situation and dilemma -discusses partner's opinions to see if they can gain agreement.

Explain that the task is in Rounds. Each person in the pair takes the letter A or B. Person A listens to person B's situation and gives his/her opinion about which <u>characteristics of the bureaucracy in which s/he had difficulty</u>. For instance, if person B talks about how s/he could not get a response from the chief doctor at the hospital regarding treatment of people in his/her village, then person A might ask some questions and then give his/her opinion that the dilemma was caused by chain-of-command or relationship problems. After person B's situation has been discussed, Round 2 begins and person A then explains his/her situation to person B who then helps identify the areas of difficulty.

[5 minutes]

Notes/Summary
[20 minutes]

4e. Participants work on task in pairs.

[5 minutes]

4f. When they complete their work in pairs, ask participants to come back to one large group. The purpose of this step is to identify common patterns the Volunteers have in dealing with characteristics of the bureaucracy. Have this newsprint prepared so that common responses can be checked.

Sample Newsprint

	Checklist	
	Mission	
	Norms/Values	
	Relationships	
	Rewards/Incentive	
	Leadership/Authority	

Ask participants to come up to the chart and check off the characteristics which they feel caused them difficulty in the situations they discussed.

Your completed newsprint may look like this:

Notes/Summary

Check list		
	Mission 111	
	Norms ~~1111~~ ~~1111~~ ~~1111~~	
	Relationships 11	
	Rewards/Incentives 11	
	Leadership/Authority ~~1111~~ ~~1111~~ ~~1111~~ 111	

4g. Diagnosis of Personal Patterns [20 minutes]

After all checks are made, look at how they appear.

Ask participants:

1. What common threads or shared patterns, if any, do we have here?

2. What conclusions can we draw that the results of this exercise might demonstrate about North Americans and their relationships to bureaucracies in general?

3. What do these patterns say about host country bureaucracies in general? In terms of cultural problems?

4. How are these types of problems unique to Peace Corps Volunteers because of their roles?

5. BREAK - mention that after the break, more emphasis will be put on strategies to cope with some of these problems or difficulties. [15 minutes]

Notes/Summary

[5 minutes]

6a. Action Planning

Remind participants that before the break they compared problem areas in dealing with bureaucracies.

State that "*many of these problems or difficulties are due to attitudes or lack of skills. For instance, someone who consistently has difficulty with authority might have the attitude that authority should be challenged. On the other hand, they may simply lack knowledge of the best way to appropriately approach someone in authority in another culture. The next step, then, is to look at patterns and determine if the difficulties have been a knowledge/skill or an attitude/value problem.*"

Ask participants to work individually to design a plan of action for dealing with the characteristics of the bureaucracy that they identified as causing them the most difficulty. Use this prepared newsprint to explain this portion of the task.

ACTION PLANNING

1. Review areas of difficulty.
2. Decide whether they were/are knowledge/skill or attitude/value problems.
3. Decide which skills need to be acquired and which attitudes need to be reviewed.
4. Choose 1-2 skills/attitudes to work on and determine some ACTION steps you will take to work on these areas. Complete the Action Plan Form.
5. Be prepared to present your plan.

	Notes/Summary
Distribute "Action Planning Forms for Bureaucratic Effectiveness"	
6b. Participants work on task individually.	[15 minutes]
6c. Ask participants to meet in their original pairs to share their plans of action and receive feedback. Task is to: - listen to the other person's plan of action - comment on feasibility - make suggestions for improvement	[15 minutes]
7. Summary & Closure	[20 minutes]
When pairs have finished re-working both strategies, ask the following questions of the total group: - Would several persons share an area of difficulty and some of the action steps you plan to take which you think may be important for the rest of the group to know about? - Are there some areas of difficulty that some of you worked with which you still feel unresolved about? - Do you see some ways you might be able to work with your counterparts to increase your bureaucratic effectiveness? - If, as a group, you were advising new Peace Corps Volunteers on how to be bureaucratically effective, what 5 skills or attitudes would you see as most important?	
As you close the session, mention that • *In this session on bureaucratic effectiveness, we have:* • *talked about the frustrations of being a PCV working in a bureaucracy*	

Notes/Summary

- *looked at how bureaucracies evolve and why they exist*
- *identified the dominant features of a bureaucracy*
- *compared North American bureaucracies to those in this country*
- *determined what it means to be bureaucratically effective*
- *examined personal patterns and/or difficulties in working within bureaucracies*
- *begun plans of action for acquiring skills to make you more bureaucratically effective.*

Stress that these plans of action are important. The analysis of the bureaucracy, seeing what we need to do to fit in, making training happen in a culturally sensitive way is a constant task. The experiences in these sessions should establish a foundation. It is up to the individual Volunteers to continue the process.

END SESSION

BE-33
Handout 1
Session 3

Action Plan for Bureaucratic Effectiveness			
Area of Difficulty	**Skill I need to acquire to make me more effective**	**Attitude I need to change to make me more effective**	**Action Steps I will take to improve area of difficulty**

S U M M A R Y O F M O D U L E II

WORKING WITH COUNTERPARTS

(Total Time Approximately 7 1/2 hours)

SESSION #1: Theories of Motivation
(Approximately 2 hrs. & 30 minutes)

As a large group, participants identify factors that motivate people in general. They rate themselves on how important these motivators are to them personally as well as how they perceive the importance of the motivators for their counterparts. Similarities and differences between what motivates them personally and what they perceive motivates their host country counterpart are discussed. Individuals then concentrate on situations they might set up that would encourage increased interest and participation from their counterpart. Working in pairs, participants test their situations for reality, appropriateness and cultural sensitivity.

SESSION #2: Action Strategies for Increasing Effectiveness of Counterpart Relationships
(Approximately 1 hour & 50 minutes)

Participants are introduced to analysis and action strategy as a problem solving tool. They use it as the base for a exercise on identifying strategies for increasing the effectiveness of the relationship between Volunteers and Host Country counterparts. Groups develop action plans for implementing their strategies.

SESSION #3: The Role of the Volunteer as Manager
(Approximately 3 hours)

In Part I, Counterpart Management, (1 hour 35 minutes plus break) participants recall managerial styles they have seen and/or experienced. Given an instrument, the Schmidt-Tannenbaum Leadership Continuum, they analyze work situations in the host country in which they are serving as managers and they determine their managerial styles. They next examine other managerial styles that might be appropriate for the work they do.

In Part II, Feedback, (1 hour 35 minutes), participants re-examine criteria for feedback and improve the criteria for use in their work situation based on experience they have gained in the host country. They practice utilizing the "improved" criteria by choosing situations which are difficult but require feedback by role playing. They then determine how to apply learnings to their work situations.

SESSION #1

THEORIES OF MOTIVATION

Notes/Summary

Rationale for Training Session:

Volunteers often find themselves enthusiastic about a project, yet disappointed because they perceive that their host country counterpart isn't as enthusiastic. Volunteers may have certain expectations about how enthusiastic and motivated their counterparts "should be". When those expectations are not met, the Volunteer experiences frustration. Some become judgmental about the commitments of counterparts.

This session is designed to help Volunteers look at motivation and the varying factors that motivate people. Motivation can best be understood as something people do for themselves rather than have done to them. We can support and encourage others rather than motivate them. Motivating others is an extremely difficult task. Encouraging others to do things may be more realistic.

This session, then, is designed to help Volunteers realize that although they might not have the ability to motivate counterparts, they can set up situations that may encourage their counterparts to become more interested, involved, and committed.

Total Time: Approximately 2 hours 15 minutes plus additional 15 minute break

Goals:

1. To examine some of the similarities and differences in motivation for Peace Corps Volunteers and their host country counterparts.

Notes/Summary

2. To identify some of the ways volunteers might encourage the involvement of the people with whom they work.

Trainer Preparation Before Session

1. Brief other trainers on their roles (especially as a resource person for strategies on Step 3c) in and expected outcomes of the session.

2. Think of ~~1-2 examples of motivators or strategies for increasing motivation of people that would be appropriate in your culture to use in Step 4a.~~+

3. Prepare Newsprint.

Materials Needed

- newsprint or blackboard
- writing paper & pencils for participants

Prepared Newsprint

- Objectives of Session (Step 1)
- Analyzing Motivators (Step 2a)
- Task for Explaining Motivators (Step 3a)
- Task for Strategy Plan (Steps 6a,6c)

Handouts

None

[3 minutes]

Procedures

1. Opening Statement

In order to introduce the session, explain something to the effect that these next three sessions are designed to deal with issues that confront many Peace Corps Volunteers in their role of working with others. *"We will discuss various aspects of working with counterparts and touch on issues such as theories of motivation, management and ways to improve how you are received by your host country counterparts."*

+Utilize various host country resources for information.

Notes/Summary

"It seems that many Volunteers are frustrated because they can't seem to get their counterparts to do something they may feel as necessary. Let's look at that more closely in discussing theories of motivation."

Trainer Note: If Volunteers feel their counterparts are highly motivated then they can contribute to this session by sharing some of the reasons why their relationship seems to be working and their counterparts so highly motivated.

Read the session goals from newsprint.

2a. Analyzing Motivators [10 minutes]

Tell participants that one way to start looking at motivation is to analyze the nature of their own motivation. Ask them to think about all the things that personally motivate them in their everyday work as Peace Corps Volunteers. You can give an example such as *"One thing that motivates some Volunteers in their everyday work is a sense of altruism...wanting to help someone else. Another example might be some Volunteers are motivated by a sense of accomplishment and results. Learning and mastering a language may give such a sense."*

Their task is to share out loud the different things that motivate them. Write their responses as they are given on newsprint. The completed newsprint with their responses might look like this:

Notes/Summary

Sample Newsprint

What motivates me in my work as a PCV?

- altruism (doing something for others)
- a sense of accomplishment
- personal gain (language, experience)
- affiliation (to work with others who share my same values)
- security (a job for 2 years)
- survival (if I don't do my work, they's send me home).

Note: These are only samples. The Volunteers in your group may come up with different "motivators". You may need to add some that you've observed which seem important for Volunteers.

[5 minutes]

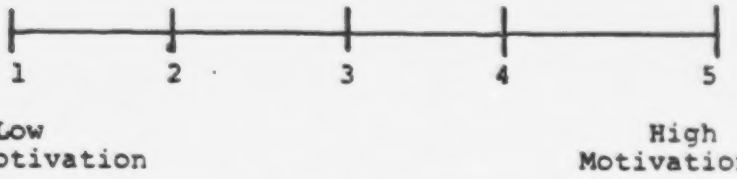
2b. When the newsprint is complete, ask the group to select the 5 most important. Through open discussion in the large group decide which 5 are most important to them. Take no more than 5-7 minutes for deciding.

[5 minutes]

3a. <u>Rating Motivators</u>

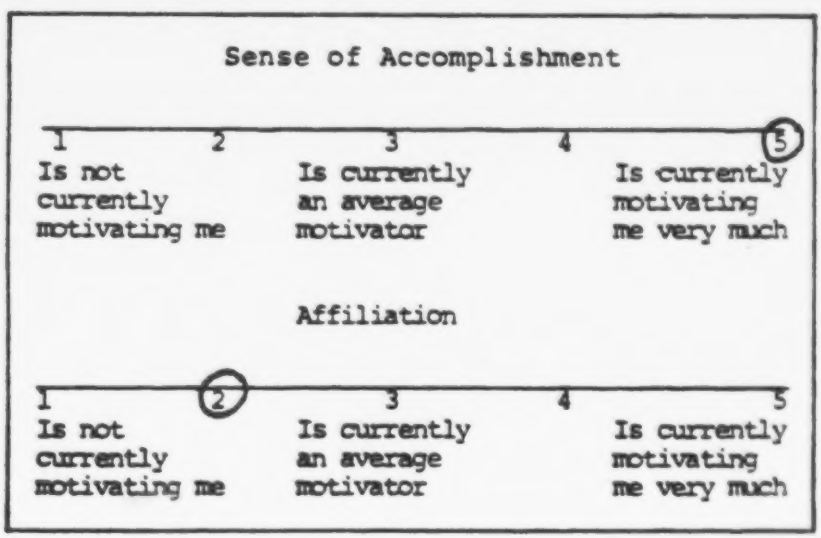
The next step is to help the participants rate on a scale (a continuum) to see exactly how important the 5 motivators are for them. Have them each rate on a scale of 1 to 5 for each of the 5 motivators.

On a piece of paper, draw five scales, one for each of the motivators. Place numbers 1 through 5 under each scale. 1 is low, 3 is medium, and 5 is high in terms of "really motivating me." Each scale will look like...



After drawing the scales, then title each with a motivator. You can explain it using newsprint.

Sample Newsprint



Explain the newsprint by stating:

Notes/Summary

Notes/Summary	
	"Rate yourself on each scale. I might rate myself 5 on a scale of 5 for sense of accomplishment because I've gotten a group of women to work a small plot of land and our vegetables are just coming up. Or, I might rate myself quite low on affiliation because in my work being with others is not as important as getting the job done. We all focus on task."
[1 minute]	3b. Ask the participants to draw scales for themselves, to fill them out and be prepared to explain their ratings.
[10 minutes]	3c. Participants work individually to draw their scales. While they are working individually, you should draw on large newsprint five scales that will allow them to indicate their individual markings on this group chart.
[5 minutes]	3d. As participants finish, ask them to come up to the large newsprint and mark (using their initials) where they rated themselves. Newsprint will begin to look like this:

Sense of Accomplishment

[5-10 minutes]	3e. After everyone has put up their own ratings, help participants look at similarities and differences in their responses. In order to do this:

- point out patterns as they appear like many people at 5, or everyone scattered between 1-5.
- ask the person who rated the highest on a certain motivator why s/he chose that rating

- ask the person who rated the lowest why s/he chose that rating.
- ask participants why they think there are similarities and differences

Notes/Summary

3f. As a means of closure to this phase of work, ask participants to review the chart and based on what they see and have heard what might they do as managers of these participants to support and enhance their motivation. [10-15 minutes]

4a. Perceptions of Counterpart Motivators

This next step is to help the participant begin to examine how they perceive the motivation of their counterparts. Explain that examining what we perceive to be factors that motivate counterparts is important to Volunteers for several reasons: [3 minutes]

- It can help Volunteers reassess expectations of others when they realize that not everyone is motivated by the same factors.
- It allows us to begin to concentrate more on figuring out strategies that might help encourage counter parts and thus help us to look at situations positively. ("What can I do to involve Joe". Instead of "I can't get Joe to do anything!"
- It can help lessen frustration and a feeling of burden that Volunteers sometimes experience.

Ask them to now start another page and rate their host country counterpart or the host country person with whom they work the closest on the same motivators as they rated themselves.

Notes/Summary	They can also add 1-2 new motivators that are not included in the 5 already chosen. *"As you have done for yourselves, now draw 5 scales for how you perceive the motivator of your host country counterpart or the host country person with whom you work the closest. How important do you think these 5 motivators are to him/her? After you rate these 5 motivators you can add 1-2 new ones that you feel motivate your counterparts. Be ready to share your perceptions."*
[10 minutes]	4b. Participants draw scales and work on their own showing their perceptions of their counterpart motivators. As participants work individually, you should prepare another large newsprint with the 5 motivators and rating scales under each one. Put up one extra sheet of newsprint with scales for motivators they want to add.
[3 minutes]	4c. As participants finish, ask them to come up to the large newsprint and mark (using their initials) where they labeled their counterpart on each motivator. Tell them to use the blank newsprint to add any new motivators they selected for their counterparts. Then ask all participants to reply to the new scales that are added. Trainers Note: The individual marks by the participants on the new scales will determine which they see as important. For simplicity, you may want to work with only the two or three most highly rated new motivators.
[5-10 minutes]	4d. Hang the newsprint from step 3d that represents the participants ratings next to this new newsprint that represents how they perceive their counterpart's ratings. Ask

participants:

- what similarities and differences they see in Volunteer's ratings and host country counterpart's ratings.
- what general statements they can make about motivators for counterparts.

Summarize by mentioning that *"We are not saying here that you have the ability to figure out exactly what your counterpart's motivation is, and therefore you can motivate him/her. What is important is that we do have some perceptions about the differences and similarities between what motivates us and what motivates others. We can then use some of those perceptions to help us to set up situations that might encourage the involvement, participation and interest of others."* Explain that after the break, we will look at some of those strategies.

Notes/Summary

5. BREAK [15 minutes]

6a. Strategies [3 minutes]

Explain that the next step is to look at some of those strategies for encouraging the involvement of counterparts. Based on the scales the participants drew indicating their perceptions of their counterpart's motivators, have them try to think of some situations they could set up to increase their counterpart's motivation in an area they have perceived to be important for that person.

Give an example:

"For instance, if I have perceived that my counterpart is motivated by status, perhaps some of the things I could do to increase the possibility of status for him/her would be:

Notes/Summary

1. *To introduce him/her to the governor (or other person of high status) as an important individual in my project.*

2. *Invite him/her to a special social event and introduce him/her to others.*

3. *To have him/her assist me with an article and have both your names appear in the local newspaper.*

Perhaps if the counterpart is recognized more and thus his/her status is increased, s/he will be more encouraged to be involved and participate."

Note to Trainer: These are just samples. Make up some that would be specific to your country. +

Explain the first part of the task:

> Design some strategies based on one motivator you chose for your counterpart--- these are not formulas. They are ways for you to encourage the involvement and participation of your counterpart(s).

Ask participants to work individually to develop their strategies. Tell them they will be expected to reality test* their strategies with another person.

[20 minutes] 6b. Participants individually develop strategies.

[3 minutes] 6c. Ask that each participant pair up with someone else. You can read the next task or explain it using a prepared newsprint.

*See glossary

+Utilize various host country resources for information

Sample Newsprint

Notes/Summary

TASK:

1. Explain your strategy to one other person.
2. Let the other person react as to the reality of feasibility of your strategy.
3. Ask the other person for suggestions about further strategies.
4. Switch roles and do the same.

6a. Participants work in pairs to reality test strategies with each other and with available host country staff.+ [15 minutes]

7. <u>Processing</u> [20 minutes]

Ask participants to come back into large group. Ask the following questions:

1. What were the different motivators you worked on? (Get show of hands on each motivator to see how many chose each motivator).

2. Looking first at the motivators the largest number worked on, what were some of the different strategies people are proposing? (Ask group as they listen to react in terms of whether they hear the question as being culturally appropriate). +

   Let's look at several of the strategies on some of the motivators only a few responded to. Review a few.

3. Let's compare our strategies that we used for Volunteers and those we are proposing for host-country persons. What are some of the similarities and differences?

+Utilize various host country resources for information

Notes/Summary

4. Looking at all the strategies we are proposing - what problems in motivation do you see for yourselves in implementing them?

[1 minute]

8. Closure

Close the session by stating that "*understanding motivators is an important part of being effective in working relationships with others. Our next step is to look at a problem solving process that can be applied to not only improving relationships with our host country counterparts, but to improving other situations in which we are involved. We will practice this problem solving process in the next session.*"

Notes/Summary

SESSION #2

ACTION STRATEGIES FOR INCREASING EFFECTIVENESS IN COUNTERPART RELATIONSHIPS

Rationale for Training Session:

Analysis and Action Planning is an important tool that can be used in a wide variety of situations -- including problem-solving situations with host-country nationals. In this session Analysis and Action Planning will be used to help the participant diagnose his/her work relationships with one or more host-country counterparts and to select and design a strategy for continuing improvement.

Trainer Note: "Analysis and Action Planning" is a modified version of force field analysis. The article "Kurt Lewin's Force Field Analysis" has been included for trainers who are not familiar with it or who wish to read more about it. Use the handout for your own background information. If you follow the lesson plan and introduce the concepts of "Analysis and Action Planning", the handout is not necessary for the participants.

Total Time: Approximately 1 hr 50 minutes

Goals:

1. To acquaint participants with Analysis and Action Planning and to demonstrate skills in application of the concepts toward improvement of work relationships with host-country nationals;

2. To determine factors that are helping or hindering participant's goal of increasing effectiveness in work relations with host-country nationals;

Notes/Summary

3. To review change strategies and select at least one for application in participant's work situation.

Trainer Preparation for Session:

1. Brief other trainers on their roles in and expected outcome of the session. Explain Analysis and Action Planning to other trainers if necessary;

2. Prepare lecturette on Analysis and Action Planning based on information found within the lesson plan as well as the additional handout.

3. In order to clearly present Analysis & Action Planning, this lesson plan requires that the trainer prepare fairly detailed newsprint that show samples of each step. Prepare and become familiar with all your newsprints in order to present and manage them smoothly. You may also develop some of the newsprint as you do your explanations, thus varying your techniques. The important point is that you manage them well and not allow one newsprint to become unwieldly.

Materials Needed

- newsprint/blackboard
- paper

Prepared Newsprint

- Session goals (step 1)
- Steps in Analysis & Action Strategy (Step 2a)
- Select goal (step 3a)
- Helping (A) & Hindering (B) Factors (step 4a)
- Criteria for selecting change objectives (step 5a)
- Change objective (step 5a)
- Task for Reality Test (step 6a)
- Sample Action Plan (step 7a)
- Task for Critiquing Action Plans (Step 8a)

Handout

- Blank Action plans

Readings

- Kurt Lewin's "Force Field Analysis" (for trainers)

Notes/Summary

Procedures

1. Opening Statement, Bridging* & Goal [3 minutes]

   Mention that in the last session everyone began to look at ways to increase interest and encourage active participation on the part of their counterparts. The next step is to examine ways to enhance the working relationship between volunteers and their host-country counterparts.

   Read session Goals from prepared newsprint/blackboard.

2. Lecturette on Analysis & Action Planning

   Explain that "*we want to look at ways to increase the effectiveness of the Peace Corps Volunteer's relationship with his/her host country counterpart. Using Analysis & Action Planning is one way to examine things we might do to achieve that effectiveness.*" Mention that the Analysis & Action Planning is a tool that participants can apply to a variety of different situations that need problem solving.

   Using prepared newsprint/blackboard, explain that there are 4 steps to Analysis & Action Planning, and that participants will have the opportunity to practice each step. [5 minutes]

* See glossary

Notes/Summary

Sample Newsprint

4 Steps of Analysis & Action Planning

1. Select Goal
2. Analyze factors that are helping/ hindering achievement of goal
3. Determine a change objective
4. Action plan

Mention that you will now review each step and ask participants to apply each step to their own situations.

Stress that this activity will be an abbreviated version of Analysis & Action Planning so that the system is explained. It will be up to the participants to apply it more fully on their own.

3a. Analysis & Action Planning Step 1

Explain that in order to improve most situations one needs a clear goal so that s/he knows exactly what it is s/he wants to improve. Ask participants to think back on the last session when they began to talk about strategies that might encourage increased interest and participation of their counterparts. Remind them that one of the goals you used as an example to develop strategies in the last session was to help your host country counterpart gain more status on the job.

Remind them that one of the things you used as an example that might encourage a counterpart's interest and participation would be more status for him/her on the project. So, for the purposes of this exercise, in order to make your relationship with your counterpart more effective, your goal would be to help him/her gain more status on the project.

Use prepared newsprint to explain:

Notes/Summary

Sample Newsprint

Step I: Select Goal
Goal: I want to help my counterpart achieve more status on the project.

3b. Ask participants to take out the papers from the last session on which they started to determine strategies. They should now review those strategies and pick out something they really want to work on that would improve their relationship with their counterpart in some way. Their task is to select one goal and to write it down on a piece of paper as you did on the newsprint. (Use small, notebook paper). [1 minute]

3c. Participants individually review strategies, select and write goal. [3 minutes]

3d. When they are finished ask if they have any questions. Tell them to hold on to their goals. They will be used in next step. [0-3 minutes]

4a. Analysis & Action Planning Step 2

Explain that the next step is to analyze what things or factors are helping (working towards achievement) and what things or factors are hindering (working against achievement) of the goal. Mention that if you were going to analyze the current situation with your sample host country/PCV relationship, the helping and hindering factors might look like this. (Hang 2 more sample newsprints (A&B) next to the one with your goal so participants can see how this problem solving process is beginning to evolve). [5 minutes]

Notes/Summary

Sample Newsprints

Step I: Select Goal

Goal: I want to help my counterpart achieve more status on the project.

A	B
Factors that are helping me achieve goal: 1. My counterpart is very visible working with Peace Corps. 2. Our supervisor has complimented us on our work. 3. Last time we went to the city, we met with the supervisor of schools and my counterpart gave a presentation.	Factors that are hindering goal achievement: 1. My counterpart spends a lot of time away from her family. 2. There is jealousy in the village that we're working so closely. 3. I'm getting rewards (books & materials from PC) and she's not getting anything new.

[0-3 minutes] Ask participants if there are any helping and/or hindering factors they would add to your lists.

[1 minute] 4b. Request that participants examine their goals and make a list of the factors that are currently helping the achievement of the goal as well as another list for the factors that are hindering the goal. Answer any questions.

4c. Participants work individually to make their two helping/hindering lists.

Notes/Summary
[10 minutes]

4d. Ask if there are any questions. Tell them to hold on to their lists. They are an important part of step 3.

[0-3 minutes]

5a. <u>Analysis & Action Planning Step 3</u>

[5-10 minutes]

Mention that the next step in this process is to select a change objective. What this means is to look at the list of helping factors and the list of hindering factors and to choose one item, that is, one objective to change. Changing that item should ultimately help you achieve your goal. Explain (using prepared newsprint) that the selection of what to change should be based on the following criteria:

Sample Newsprint

<u>Criteria for Selecting Change Objective</u>

<u>On the hindering side it should</u>:

1. Subtract a present hindering force
2. Reduce a present hindering force

<u>On the helping side it should</u>:

1. Add a new force to the hindering side
2. Increase a present helping force

Notes/Summary

As an example of how this can work, refer to your list of hindering factors for your sample.

> Factors that are hindering goal achievement:
>
> 1. My counterpart spends a lot of time away from her family.
> 2. There is jealousy in the village that we're working so closely.
> 3. I'm getting rewards (books & materials from PC) and she's not getting anything new.

Tell participants that you have decided to try to reduce hindering factor #2, that is to reduce the jealousies. So your "change objective" becomes (use prepared newsprint to explain):

Sample Newsprint

> Change Objective: to reduce the possible jealousies in the village and to thus decrease my counterpart's discomfort.

[0-3 minutes]

Ask participants if there are any questions about how to select a change strategy.

[1 minute]

5b. Request that participants examine the helping and hindering lists for their particular goal. Based on the 4 criteria for selecting a change objective, they should select their change objective and write it down.

5c. Participants work individually to select their change objective.

Notes/Summary [5 minutes]

5d. Ask if there are any questions.

Reality Testing* Analysis

6a. Mention that now is a good time to stop and look at what we've done to this point.

Ask participants to pair up with one other person. One person is A and the other B. Explain the task as follows (you can use prepared newsprint) [3 minutes]

	A	B
Round 1	Share your goal, helping/hindering factors & change objectives	-Act as consultant -Ask questions to "reality test" or check feasibility of plan so far. Make suggestions.
Round 2	-Act as consultant -Ask questions to "reality test" or check feasibility of plan so far. Make suggestions.	Share your goal, helping/hindering factors & change objectives

6b. Participants work in pairs to reality test their work so far. [15 minutes]

Trainer Note: You and other trainers should circulate among the pairs to see if they are on track, to help them, direct them, answer questions, etc.

*See glossary

Notes/Summary

[5 minutes]

7a. Analysis & Action Planning Step 4

Explain that this step, Action Planning, is one of the most crucial in that it will help determine exactly what steps need to be taken in order to achieve your change objective. Using a newsprint sized action planning chart, explain the process based on your same example. Remind the participants that your change objective was to reduce the possible jealousies in one village and to thus decrease your counterpart's discomfort.

Point out that the next step is to determine the details of the plan by completing a chart that indicates the "what", "who", "where" and "when" of the plan. Use the newsprint to illustrate this detail.

Sample Newsprint

ACTION PLAN

Change Objective: to reduce the possible jealousies in the village and to thus decrease my counterpart's discomfort.

What	Who	Where	When/ Time Frame
Hold a meeting to explain 1) what my counterpart & I are doing on the project 2) that we are now working alone, but in the future will need more volunteers 3) that we need to involve the community to get their ideas	invite the community the mayor the school principal	municipal building	next month

	Notes/Summary
7b. Ask participants if they have any ideas they could add to your chart or if there are any questions about the process	[0-5 minutes]
7c. Pass out blank action planning chart to all participants. Ask them to individually complete an action planning chart for their change objective. Trainer Note: Stress again that this is an <u>abbreviated session</u> of an action plan. A total analysis would mean more goals, objectives and a more complete action plan. The purpose of this exercise is to establish the concepts and show participants how to use them so they can continue when they get back to their sites.	[10-15 minutes]
<u>Reality Testing Action Plans</u>	
8a. As they finish their individual plans, tell participants to rejoin their partner from their pair and to share their plans, critique each other and offer suggestions. A criteria they can use for critiquing each other's plans is to answer the question: Will this plan help me reach my objective?	[1 minute]
Sample Newsprint TASK • share plans • critique plans • offer suggestions "Does this plan help reach the objective?"	
8b. Participants work in pairs.	[10 minutes]

Notes/Summary	
[15 minutes]	**Processing** - Bring the group back together and: 9. Ask the following questions: • What was most difficult about this activity? • What were some of the issues you focused on in this activity that gave you a new insight or perspective in working with your counterpart? • In sharing your Action Plan with your partner, what did s/he do that was most helpful to you? • This has been an abbreviated version of Analysis & Action Planning. How could you use this technique more fully to explore your conterpart relationship? • Do you see some ways that you might involve your counterparts?
[1 minute]	10. Summarize by saing that "*Analysis & Action Planning can be a useful problem-solving technique in various situations. It can help you quickly generate many creative strategies. Once you have developed a number of strategies, you can decide which ones to implement and then plan how to implement them.*" You can also apply it to situations besides your relationship with your counterpart. Tell them that they have begun a plan here. It is up to them to complete that plan and try it out when they get back to their sites. A plan may have to be revised several times before successfully implemented. Explain that the next session will go beyond this and address more issues about work relationships. "It will explore the role of the Volunteer as a manager."
	End Session.

ACTION PLAN			
CHANGE OBJECTIVE:			
WHAT	**WHO**	**WHERE**	**WHEN/TIME FRAME**

KURT LEWIN'S "FORCE FIELD ANALYSIS"

Change in a group or an organization means essentially an alteration in the way things get done in the system. It may mean changes in compensation methods, sales and production levels, leadership styles, or interpersonal functioning, among others. Kurt Lewin's Force Field Analysis provides a framework for problem-solving and for implementing planned change efforts around a wide range of group and organizational issues. By way of reviewing Lewin's concepts, this paper describes how a group of managers applied the method when they met to discuss their effectiveness as a work team.

In talking to each other, the group members soon recognized that their day-to-day effectiveness and their ability to improve it were hampered by the degree to which they felt free to confront each other on relevant task and interpersonal issues. Having agreed that they needed to talk more openly with each other, each individual member now waited for someone else to "be open." Much of the frustration with this technique was soon summarized in the question, "Why can't we change the way we work together?".

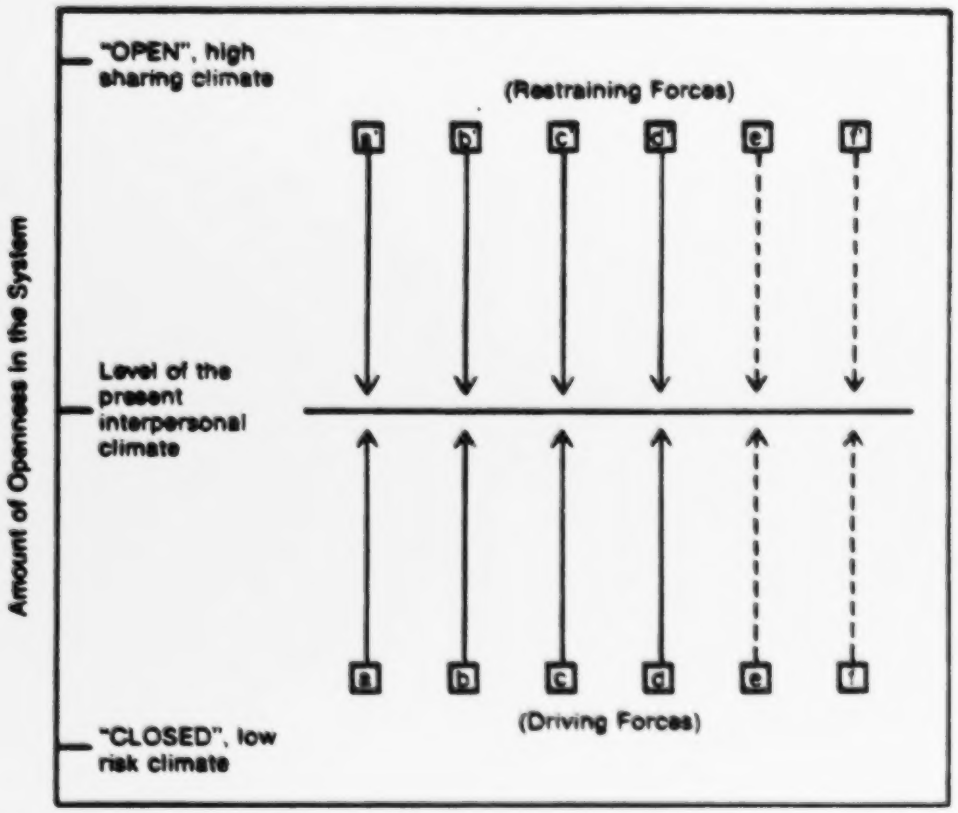
DEFINITION OF THE PROBLEM

At first the reason for "no change" seemed to be "that's just the way things are," but as the managers looked more deeply at the climate in which they were operating, they identified some factors or pressures that strongly supported changes in the direction of more openness: (a) the team members wanted to perform effectively for the sake of their own careers as well as the good of the organization; (b) they were functionally interdependent and had to work together to accomplish their goals; (c) there were existing work-related problems that were having an impact on effectiveness (for example, responsibility without authority and unclear job definitions); (d) some interpersonal tension already existed in the system (for example, destructive competition and passive and overt hostility).

As they continued their analysis, the managers also identified pressures that acted as powerful obstacles to change: (a') many of the group members lacked experience and skills in dealing with conflict and more open feedback; (b') the risk of the "unknown" was high in terms of "What will we open up?" and "Will we hurt each other?"; (c) there was a concern that if certain issues were brought up "things could get worse"; and (d) there were questions about whether top management would support a more open climate or whether they would respond with "That's not the way things are done around here." Thus, the definition of the problem took the form of recognizing that opposing forces like these in the environment determined the existing level of interpersonal functioning in the group.

Figure 1 summarizes this "diagnosis" of the problem. The top and bottom of the figure represent opposite ends of a continuum of a team's functioning in terms of its interpersonal climate. The environmental conditions and pressures supportive of more open-

FIGURE I.
The Force Field



ness in the system are the *driving forces* represented by the arrows pushing upward which, at the same time, act as barriers to the team's movement backward toward a more closed system. The arrows pushing downward represent the *restraining forces* which are keeping the system from moving toward a higher degree of openness and, at the same time, are driving forces toward a climate of lower interpersonal risk.

A group of forces as shown in Figure I may be called a "force field." The length of the arrows in the force field describes the relative strength of the forces: the longer the arrow the stronger the force. For descriptive purposes, the forces in Figure I are shown as equal in strength, but a force field can be made up of forces of varying strengths. Indeed, the strength of any single force may itself vary as we get closer to either end of the continuum of openness. A group or organization stabilizes its behavior where the forces pushing for change are equal to the forces resisting change. Lewin called the result of this dynamic balance of forces the "quasi-stationary equilibrium." In our example, the equilibrium is represented in Figure I by the line marked "level of the present interpersonal climate." It is at this level of functioning that the system is not completely "closed" in terms of a total lack of openness, feedback and risk taking, but neither is there the degree of each needed to work together as effectively as might be. The arrows meeting at the line indicate that the current state is being maintained somewhere between

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the end points on a continuum of team functioning by a balance of discernable driving and restraining forces.

THE IMPLEMENTATION OF CHANGE

Since the management team is interacting at its present level because of a balance of organizational and individual needs and forces, change will only occur if the forces are modified so that the system can move to and stabilize itself at a different level where the driving and restraining forces are again equal. The equilibrium can be changed in the direction of more openness by: (1) strengthening or adding forces in the direction of change, (2) reducing or removing some of the restraining forces, or (3) changing the direction of the forces.

Any of the basic strategies may change the level of the team's functioning, but the secondary effects will differ depending on the method used. If a change in the equilibrium is brought about only by strengthening or adding driving forces, the new level may be accomplished by a relatively high degree of tension which itself may reduce effectiveness. In Figure I, the line representing the "level of the present interpersonal climate" will move upward toward more openness under the pressure of strengthened driving forces. The additional pressures upward, however, will be met by corresponding increases in resistance. The resulting increase of tension in the system will be characterized by a lengthening of the arrows pushing upward and downward at the new level.

Attempts to induce change by removing or diminishing opposing forces will generally result in a lower degree of tension. An important restraining force that requires removal in our example is the managers' lack of experience and skills in dealing with conflict. As the managers acquire new interpersonal skills, a key restraining force will be removed. Moreover, changes accomplished by overcoming counterforces are likely to be more stable than changes induced by additional or stronger driving forces. Restraining forces which have been removed will not push for a return to old behaviors and ways of doing things. If changes come about only through the strengthening of driving forces, the forces which support the new level must be stable. For example, many work groups are stimulated toward new ways of working together by participating in "team-building" sessions, only to find the former behaviors and habits re-emerging shortly after return to the day-to-day job. If the change started by the learning and enthusiasm of the team-building is to continue after the session, some other driving force must be ready to take the place of the meeting's stimulation.

One of the most efficient ways to get change is to change the direction of one of the forces. If the managers in our example can be persuaded to "test" top management's support for a more open climate, they might find more encouragement than they previously thought existed. Thus, the removal of a powerful restraining force (expected top management disapproval) becomes an additional, strong driving force (actual top management support) in the direction of change.

Morris S. Spier

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SESSION #3

COUNTERPART MANAGEMENT AND FEEDBACK

Notes/Summary

Rationale for Training Session

Volunteers often find themselves in situations where their leadership or management of a task, project, or other individuals is required. Volunteers in this situation are sometimes not adequately prepared for two critical aspects of a manager's work with counterparts - the manager's style of leadership, and developing an appropriate means for getting and giving information about effectiveness in work performance-feedback. This session focuses on these two aspects.

Part I - Counterpart Management

Research indicates there is no one style of management that stands out above all others. Good management involves the ability to use a wide-range of skills in response to any, and most often, unique situations. In Part I there is an examination of a variety of management styles, a review of different situations that require managing counterparts, and an analysis of which styles may or may not be most appropriate in working with others.

Part II - Feedback

In examining principles of feedback (Part II) the intent here is to use the Volunteer's experience and knowledge of the host-country in developing skills and approaches for using feedback appropriately. Feedback is the major means available to development workers in learning how to correct errors and to continue doing effective work.

Total Time: Part I - approximately 1 hour 35 minutes plus 10 minute break
Part II- 1 hour 35 minutes

Notes/Summary

Goals

1. To review different styles or approaches for managing others and to identify the style most appropriate for use in work situations. (Part I)

2. To identify styles of management Volunteers feel most comfortable in using and those which they need to more easily use to increase their range of manager skills. (Part I)

3. To analyze a set of criteria for giving feedback, and to modify those criteria for more appropriate use in host country work situations. (Part II)

4. To practice new approaches to giving feedback and to test with others how effective it is based on their experience in host-country work situations. (Part II)

PART I. COUNTERPART MANAGEMENT

Trainer Preparation Before Session

1. Brief other trainers on their roles, especially as resources, and on the expected outcomes of the session.

2. Review Handout #1 "Schmidt-Tannenbaum Leadership Continuum" and decide whether you want to do a 10-15 minute lecturette on the Continuum or whether you want participants to read the handout and then discuss it.

3. Think of examples of Manager behavior on the continuum which you have seen or experienced in host-country situations. It would be helpful for you to determine ahead of time which styles you see used most often in the host country and which least and the implications of the limitations of use. +

4. Prepare Newsprint by drawing continuum if using lecturette.

+ Utilize host-country resources for various opinions.

Notes/Summary

Materials Needed

1. Copies of Handout I (In support of lecturette or for discussion)
2. Writing paper and pencils for participants
3. Newsprint or blackboard

Prepared Newsprint

1. Goals of session
2. Schmidt-Tannenbaum Continuum
3. Task for Pie Chart Exercise - Step 3
4. Sample Pie Chart, Supervising Time, Step 3a.
5. Sample Pie Chart, Management Styles, Step 3b
6. Task for Sharing Pie Chart, Step 3c.

Procedures

Opening Statement/Goals Part I

[2 minutes]

1a. In introducing this session, remind participants that roles often change within the Volunteers relationship with host-country counterparts. Sometimes the Volunteer manages a task, project or individuals. Sometimes the host-country counterpart is the manager. Sometimes you share the managerial aspects. Tell them that for this reason, it is important to look at the role of the manager in the host-country and the usual expectations and demands of the position. Read goals from prepared newsprint. You can mention something to the effect that "*often the manager is looked to for support not only in the work situation but as a supporter or sponsor for events that might happen in the community. For example, the manager might be expected to be a 'god-parent' or sponsor at a baptism. The Volunteer as a manager must understand not only his or her own skills and approaches to management, but must have a good grasp of how his/her style is and is not appropriate within the cultural context.*"

Notes/Summary

[3 minutes]

1b. Before beginning your lecturette or having the participants read the handout, help them to focus on the subject of management styles. Elicit verbal responses from them by saying "*looking at your own experience and observations as managers, what different styles of approaches have you seen managers use with subordinates*" Responses you might get are "sensitive and inviting ideas", some as "domineering" and some as "laissez-faire- or no management".

Lecturette/Discussion

[15 minutes]

2a. After participants have given 4-5 examples of management approaches they have seen, offer your lecturette on the Schmidt-Tannenbaum continuum or have the participants read and react to the Handout 1. If you have them read the article, tell them to make notes on the article for points that need clarification or items they want to discuss.

2b. After the lecturette or reading, facilitate a brief discussion covering the following:

- Are there any points that need clarification?
- Did some things occur to you that you hadn't thought about before?

Analysis of Current/Potential Management

3a. The purpose of this next task is to help participants analyze present or potential situations in which they are likely to manage host-country national work activities. Ask them (1) to list all the different management activities in which they are presently involved with host-country nationals; (2) to make a pie-chart. The pie-chart includes showing the major activities in which they are

Notes/Summary

involved and the percentage of time spent on each of those blocks of activities. The task can be written on the blackboard or on newsprint as follows:

Sample Newprint

Task: On a piece of paper list all the major management situations you have with host-country nationals. (Examples: supervising one-to-one seed planting; team meetings on work goals; planning & meeting with villagers).

- After listing try and make no more than 4-5 major categories for all situations.
- Now draw a "pie" - and with the "pie" representing 100% - fill out the chart with the % of supervising time spent on each set of tasks. Your pie-chart might look like

Sample Pie-Chart

Supervising Time

Trainer Note: You can also develop a sample "pie chart" in front of participants and while explaining task instead of having one already drawn.

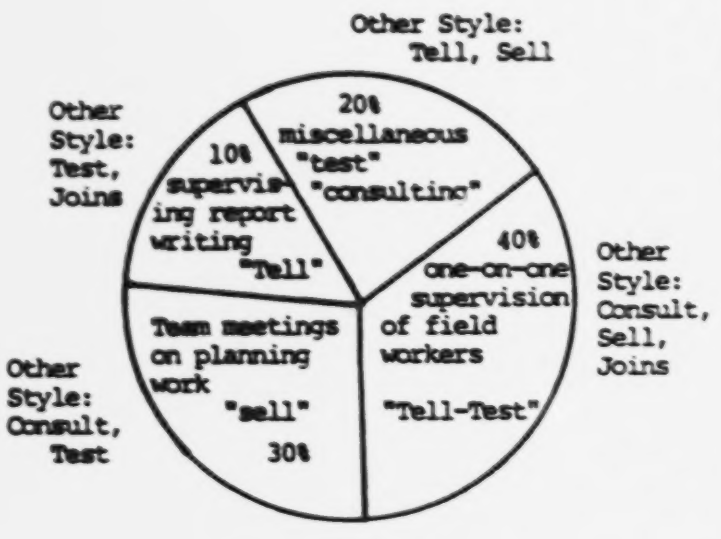
Notes/Summary

[5-7 minutes]

3b. In their pie-charts ask participants to write on the inside of each "slice" of the "pie", the dominant management styles s/he uses in that situation - choosing from - "Tell-Sell-Test-Consult-Join." For example in the team meetings s/he might do mostly "Sell and Test" on report writing "Tell".

On the outside of the chart next to each situation ask the participants to write what other styles might be appropriate to use in those situations. Pie-chart may now look like:

Sample Pie-Chart


Other Style: Tell, Sell
20% miscellaneous "test" "consulting"
Other Style: Test, Joins
10% supervising report writing "Tell"
40% one-on-one supervision of field workers "Tell-Test"
Other Style: Consult, Sell, Joins
Team meetings on planning work "sell" 30%
Other Style: Consult, Test

Management Styles

3c. Ask participants to meet in triads* and to take turns describing their charts. Those describing should share the situations they are involved with - their present management style and the other styles they think might be appropriate. Those listening should help to reality test** both the appropriateness of the present styles and the proposed styles. The purpose of this task is to help each participant to identify more fully his or her present style of management and to explore possible additions. Each person take 5-7 minutes for analysis.

You can explain task using prepared newsprint.

Notes/Summary

[20 minutes]

Sample Newsprint

TASK

Using your pie chart:

1. Share your
   - current management situation
   - current management style
   - other styles that might be appropriate

2. Listener reality-test present and potential styles for appropriateness.

5-7 minutes for each person to share

* See glossary
** See Trainer Reference

Notes/Summary

[20 minutes]

3d. Tell participants to move back into a large group and ask the following questions:

- What did you discover in your small groups? Do most of you tend to rely on one or two styles or do you use a wide-variety in your work?

- Looking at this culture which management styles among "Tell-Sell-Tests-Consult-Join" dominate.

- As development workers do you think these different management styles might reflect a strategy of development which says that whenever you can you should move from "telling" through to "joining"?

- In your work situations which styles do you find most difficult to use? Why?

- How might you overcome some of these difficulties?

- What special problems do you see Americans as having in working as managers in new cultures?

[3 minutes]

4. Closure for Part I

A suggested closure you can use would include: "Management skills involve a life-long experience. There is always more to learn especially when working in complex situations such as cross-cultural settings."

"Management styles involve at least three influencing factors - personality - what style is most natural and comfortable for me? situation - what kind of management style is demanded by the situation? socio-culture - what do the norms and culture demand of the manager in relation to the subordinates?"

"The effective manager usually is aware of all these competing demands and probably responds with a balancing of all three."

"Today, you've had a chance to analyze your present style of response to different situations and to review with others possible additions. One, additional thought, and this is connected to feedback. When you get back to your work situation you might ask those you work with to look at your management styles with you and to see if they have some ideas for how you can be more effective?"

We will look at the aspect of feedback after the break.

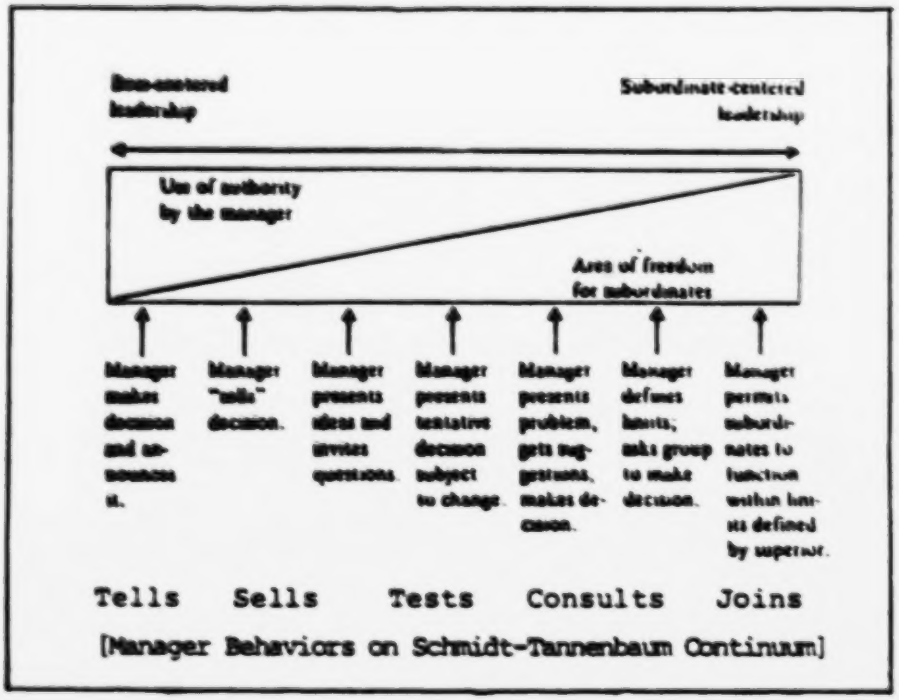
BREAK

Notes/Summary

HANDOUT-1

MODULE II SESSION #3

Schmidt-Tannenbaum Leadership Continuum[1]


Boss-centered leadership
Subordinate-centered leadership
Use of authority by the manager
Area of freedom for subordinates
Manager makes decision and announces it.
Manager "sells" decision.
Manager presents ideas and invites questions.
Manager presents tentative decision subject to change.
Manager presents problem, gets suggestions, makes decision.
Manager defines limits, asks group to make decision.
Manager permits subordinates to function within limits defined by superior.
Tells
Sells
Tests
Consults
Joins

[Manager Behaviors on Schmidt-Tannenbaum Continuum]

This chart on different leader or manager styles was developed by Warren Schmidt and Robert Tannenbaum at the University of California Los Angeles Business School.

It has a number of important aspects. At the top of the chart in an arrow that begins with "Boss-centered leadership" and extends to "Subordinate - centered leadership." The more that the boss or manager's behavior is focused on his or her needs and interests the more "Boss-centered" it will be and will be located on the left-side of the chart. Behavior that is directed toward the needs and concerns of subordinate or person being managed will be on the right side of the scale.

The rectanglular chart identifies the manager's reliance and use of authority in working with others. The more the manager relies on authority the less freedom that

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[1]Edgar H. Schein. Process Consultation: Its Role In Organization Development. Reading. MASS: Addison-Wesley, 1969.

is left to subordinates to act and make decisions on their own. As the manager relinquishes more authority on the left, more freedom can be exercised by the subordinates going along the right.

If one examines the behaviors described in manager styles, there are five basic actions- Tells, Sells, Tests, Consults, Joins - involving the manager in interaction with subordinates from the left of the continuum to the right.

Styles	Examples
• Manager makes decision and announces it.	• Manager sees that more work will be required to finish a task. Without discussion s/he tells the subordinates they will have to work overtime or on weekends.
• Manager "sells" decision.	• Manager is really excited about a new idea for involving villagers in project. S/he calls work team together and gives a real pitch for why this is important and the results it will produce and why it will be implemented.
• Manager presents ideas and invites questions.	• Manager feels good about ideas and presents them to the work team and then asks for questions and thoughts about how to make it work. (Probably not pleased if subordinate tries to make idea look inappropriate.)
• Manager presents tentative decision subject to change.	• Manager calls work team together and says s/he has come up with a decision s/he is prepared to make but wants to test it out with team and change it if necessary.
• Manager presents problem, gets suggestions, makes decision.	• Manager tells the team s/he has a problem and would like their best input. After listening to their ideas, s/he makes a decision - not necessarily in agreement with team.

Styles	Examples
• Manager defines limits; ask group to make decision.	• Manager calls the work team together - gives them a problem and says s/he needs a solution by a certain time; the solution must be within policy guidelines and the staff must unanimously support it.
• Manager permits subordinates to function within limits defined by supervisor.	• Manager tells subordinates when they begin their job that s/he will not keep a time card on them. They must work 40 hours a week and they can set their own time to come and go.

Notes/Summary

PART II. FEEDBACK

Rationale For Part II

The intent of this session is to help participants explore how they, as development workers and managers, are going to continue to learn about their work. Critical to all learning is the skill and practice of feedback. This is especially true in many relationship and all development efforts.

"Feedback" is information about how one's behavior or action affects work and others. Volunteers often confuse feedback with the values of honesty and frankness in relationships, as in "telling somebody what you really think." In Part II the interest in feedback is on work performance and relationships.

Trainer Preparation Before Part II

1. Read Handout #2 and use it to help you develop a lecturette and approach for re-introducing the concept of feedback to Volunteers. Many of them have already experienced it in pre-service training or CAST.

2. Prepare newsprint

Materials Needed

1. Copies of Handout #2
2. Newsprint or blackboard

Prepared Newsprint

- Task for Examining/Changing Criteria, Step 4B

- Task for applying new criteria, Step 5A

Procedures

Notes/Summary

Opening Statement

1a. Remind participants that before the break they examined the role of the manager in terms of responsibilities and styles. *"One responsibility that every manager has is that of providing feedback to others about their work performance and relationships. You have all practiced feedback during CAST or Pre-Service Training. It is important to review those learnings because of the fact that feedback is a critical linkage to management relationships. "You've been in this country now for ____ months. I'm sure that many of you have used or seen feedback used effectively. Can you give some examples of where you have seen feedback that you thought was really helpful - both positive and negative feedback."*

1b. Get 5-6 examples from group. See what differences and similarities exist.

Lecturette

2. Provide a brief lecturette* on feedback based on the handout, but not on the criteria. Cover points such as:

   * definition of feedback
   * how feedback is used
   * need for feedback

3. Next, ask the group what ingredients they think make the feedback effective. For example, the feedback might have been effective because it was so tactfully done, or because the person was prepared for it, or because there is so much trust between people.

   Build a list on newsprint of what makes feedback effective.

Notes/Summary

Reviewing Criteria

[3 minutes] 4a. Pass out Handout II on feedback and ask participants to review the 8 criteria.

[3 minutes] 4b. Tell participants that these criteria are often applied to feedback in the American culture. An important step for Peace Corps Volunteers as managers is to look at these criteria in terms of the host country culture in which they are working. Their assignment is to work in triads* to look at the 8 criteria in the handout and decide how they might change them (if necessary) or add to them to make them more appropriate for use in the host culture and their work situation. Use newsprint to explain task.

Sample Newsprint

TASK
1. Examine 8 criteria for feedback
2. Change them (if necessary) to make them more appropriate to host country culture.
3. Be ready to report your work.

[15 minutes] 4c. Triads work on task.

4d. Bring all triads back together for brief total group discussion which covers the following questions:

* What kinds of changes did you make?
* What stayed the same?

Summarize their responses on the blackboard or on newsprint.

*See glossary

Applying New Criteria

Notes/Summary

5a. Explain to the group that it is important to continually practice giving feedback. Their task (working in 3 groups) is to create a situation where giving feedback in the host country culture or work situation is really difficult but necessary. They are to create the situation, then give a role play that demonstrates them using their "improved" criteria and its appropriateness. Explain task using newsprint: [3 minutes]

Sample Newsprint

TASK
1. Think of one situation where giving feedback in host country or work situation is difficult but necessary.
2. Give role play that demonstrates appropriate use of "improved" criteria in the situation you chose.

5b. Divide participants into 3 groups and have each group work on task. [15 minutes]

5c. Bring all participants back into large group. As each group presents its role play, follow their role play with the following questions: [25 minutes- approximately 7-8 minutes each]

- What is your reaction to the roleplay?
- What was done well in terms of giving feedback? Was it appropriate and effective?
- What might you do differently?

Notes/Summary	
	Process each of the 3 group's role plays in this fashion.
	6. <u>Processing</u>
[10 minutes]	Now that they have had experience practicing with the "improved criteria", tell participants to look at the criteria once more and see if there is anything else they would change. Let them make changes. Lead a discussion asking the following questions: • Did you learn anything about feedback in the host country that you had not realized before? • How can you use what we've done here when you get back to your work situations? • What are some ways you can continually check yourself on giving effective, appropriate feedback.
	7. <u>Closure</u>
[2 minutes]	Remind participants that in spending time the past few hours/days on examining the Peace Corps Volunteer - host country counterpart relationship, they have covered various topics such as: • motivation • problem solving techniques • management styles and feedback *"These topics we have covered in our sessions on working with host country counterparts should serve as a foundation for improving your work relationships. It is up to you to decide how and when to use the techniques we've learned."*
	End Session

HANDOUT #2

FEEDBACK

Feedback is information from an observer that can be used to monitor, continue, and correct behavior and activities. Feedback is critical to organizational and managerial effectiveness. Without feedback there is very limited hope that continuing errors can be corrected. Development programs require feedback particularly at the village level to be successful.

One strong means that organizational members have in "controlling" each other and preventing change from taking place is to make sure that feedback is withheld. Managers, for instance, can withhold information that subordinates need to do their work correctly thus increasing their own importance and making the subordinates look and feel less adequate. A manager might continually create "crises" which only s/he can solve or deal with - this makes him or her always central and important: More information to subordinates would prevent such crises.

On the other hand, subordinates might decide to withhold information from managers as a means of making the manager look ineffective or as an expression of resentment and anger - "let him go ahead and get into trouble - it'll serve him well."

Professor Chris Arygris at Harvard argues that the role of the change agent (or development worker) is not to change people, but to help them find valid information for planning and taking action. If this is so, then much of the work of a Peace Corps Volunteer, especially in a managing situation, is to make sure that feedback - both giving and receiving - is optimal.

Americans like to think of themselves, because of their "honesty and frankness" as being skilled at giving and receiving feedback. Too often feedback is misinterpreted as the sharing of feelings and emotions. As a culture, Americans do voice their resentments, angers, joys, and feelings in organizational settings more freely than most. Voicing feelings is not feedback.

Feedback may include feelings but it also provides the receiver with valid information about how someone else's behavior or actions are affecting someone's work performance or situation.

Some aspects of what goes into making feedback helpful and effective are listed next:

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FEEDBACK

"Feedback is a way of helping another person to consider changing his or her behavior. It is communication to a person (or group) which gives that person information about how he/she affects others. As in a guided missle system, feedback helps an individual keep behavior "on target" and thus better achieve his goals.

Some criteria for useful feedback:

1. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he/she sees fit. By avoiding evaluation language, it reduces the need for the individual to react defensively.

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or be attacked by you."

3. It takes into account the needs of both receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

4. It is directed towards behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which those observing him/her can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior, depending, of course on the person's readiness to hear it, support available from others, etc.

7. It is checked to insure clear communication. One way of doing this is to have the receive. try to rephrase the feedback he/she has received to see if it corresponds to what the sender had in mind.

8. When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feedback. Is this one person's impression or an impression shared by others?

Feedback then, is a way of giving help; it is a corrective mechanism for the individual who wants to learn how well her/his behavior matches her/his intentions; and it is a means for establishing one's identity.

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Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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